

A Task-Based Speaking Course for 9th Grade Students at Institucion Educativa

Vista Hermosa de Soledad

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A TASK-BASED SPEAKING COURSE

TABLE OF CONTENTS

LIST OF TABLES	7
LIST OF FIGURES	8
LIST OF APENDICES	9
1. ABSTRACT	10
2. INTRODUCTION	11
3. RATIONALE	13
3.1 The Importance of English	13
3.2 Description of the role of English in the world and in Colombia	14
3.3 Description of the Context	15
3.4 The Importance of Speaking	17
3.5 The status of speaking at Institucion Educativa Vista Hermosa	18
4. NEEDS ANALYSIS	22
4.1 Target Needs Questions	23
4.2 Learning Needs Questions	25
4.3 Speaking Needs Questions	28
5. THEORETICAL FRAMEWORK	33
5.1 Speaking	33

A TASK-BASED SPEAKING COURSE

5.2 Speaking Sub skills	34
5.3 Speaking Strategies	35
5.4 Role of Interaction in Speaking	37
5.4.1 Student-Student Interaction	38
5.4.2 Teacher-Student Interaction	38
5.5 The Local Context in Speaking	39
5.6 Factors that Affect the Speaking (Oral Production) When Learning English as a foreign Language	39
5.6.1 Motivation	40
5.6.2 Anxiety	41
5.6.3 Attitude	42
5.7 Task	43
5.7.1 Definition of task	43
5.7.2 Components of a task	44
5.7.3 Types of task	46
5.8 Task-based approach	47
5.8.1 Definition	47
5.8.2 Task-based syllabus	48
5.8.3 Task-based principles	52

A TASK-BASED SPEAKING COURSE

5.8.4 Task-based Stages	56
5.8.5 Task- based sequence to develop a unit	58
5.8.6 Task-based approach and language learning and teaching	59
6. METODOOGY	61
6.1 Research design	61
6.2 Type of study	62
6.3 Participants	62
6.4 Data collection	62
6.4.1 Interview	62
6.4.2 Survey	63
6.4.3 Questionnaires	63
7. COURSE DESIGN	64
7.1 Approaches to course design	64
7.2 Goals and Objectives	66
7.3 Teaching Points	67
7.4 Syllabus Focus	67
7.5 Syllabus sequence and structure	69
7.6 Specific Objectives	70

A TASK-BASED SPEAKING COURSE

7.7 Course Methodology	73
7.7.1 <i>Dialogues and Role-play</i>	73
7.7.2 <i>Matching activities</i>	73
7.7.3 <i>Questions and Answers</i>	73
7.7.4 <i>Opinion Exchange</i>	74
7.7.5 <i>Information Gap</i>	74
7.7.6 <i>Jigsaw Tasks</i>	74
7.8 Teacher and Learner roles	74
7.8.1 Teachers' role	74
7.8.2 Learners' role	75
7.9 Evaluation	76
7.10 The Syllabus	77
7.11 The Lesson Plans	85
8. PILOTING	107
8.1 Checklist for Students	107
8.2 Observation Guideline	108
8.3 Self –reflection	110
8.4 Reflection on the design and selection of materials and activities	113

A TASK-BASED SPEAKING COURSE

9. CONCLUSION 115

10. REFERENCES 117

A TASK-BASED SPEAKING COURSE

LIST OF TABLES

Table 1.	Nunan's Principles	52
Table 2.	Ellis' Principles	53
Table 3.	Doughty and Long's Principles	55
Table 4.	Sequence to develop a unit	58
Table 5.	Goals and Objectives	66

A TASK-BASED SPEAKING COURSE

LIST OF FIGURES

Figure 1.	Comparativo Histórico Promedio Ingles I. E. Vista Hermosa	21
Figure 2.	Target Needs Question No.1	23
Figure 3.	Target Needs Question No.2	24
Figure 4.	Target Needs Question No.3	24
Figure 5.	Learning Needs Question No.4	25
Figure 6.	Learning Needs Question No.5	26
Figure 7.	Learning Needs Question No.6	26
Figure 8.	Learning Needs Question No.7	27
Figure 9.	Learning Needs Question No.8	28
Figure 10.	Speaking Question No.9	28
Figure 11.	Speaking Question No.10	29
Figure 12.	Speaking Question No.11	30
Figure 13.	Speaking Question No. 12	30
Figure 14.	Key components of task	45
Figure 15.	Social Organization	46
Figure 16.	Task- Based Stages	57

A TASK-BASED SPEAKING COURSE

LIST OF APPENDICES

Appendix 1: Entrevista coordinador/profesor	129
Appendix 2: Encuesta estudiantes	130
Appendix 3: Questionnaire	132
Appendix 4: Checklist students	135
Appendix 5: Observation guideline	137
Appendix 6: Self-reflection	139
Appendix 7: Questionnaire and Interview	143
Appendix 8: Model of conversation	147
Appendix 9: Power point presentations	149

A TASK-BASED SPEAKING COURSE

1. Abstract

The present project describes the design, implementation, and evaluation of a task-based course that aims to improve the speaking skill in the students of ninth grade at Institucion Educativa Vista Hermosa de Soledad. A needs analysis was applied and collected through instruments as checklists, surveys, and class observation; and the information about the application of the local context in the English classes through different activities to promote the oral production was chosen according to the results of a questionnaire applied during this process. As a consequence, a four-unit course focused on The Carnival of Barranquilla was planned for the students of 9th grade in this public school.

Keywords: Task-Based, local context, oral production, role-play, interview, motivation, and materials.

A TASK-BASED SPEAKING COURSE

2. INTRODUCTION

Learning a foreign language takes time and can present constraints during the process of developing communicative skills, especially speaking. Speaking is one of the most difficult skills to learn and put into practice when learning a language. Nevertheless, the language education has been evolving and many strategies can be applied with the purpose of facilitating this particular skill.

In spite of the fact that speaking has always been considered as one of the most important elements for communication; it has also been one of the most rejected by the students because of all the factors that impede its practice.

Being English so important for the possibility of building careers in the future, it is interesting to examine how the teaching of English is being executed in the schools and to identify problematic situations that should be addressed to improve the outcomes of foreign language instruction.

The purpose of this project is to design a task-based speaking course for 9th grade students at Institucion Educativa (I.E.) Vista Hermosa in Soledad, Atlántico. According to the results obtained in the different instruments applied and with the purpose of upgrading the students' level of oral production, this research focuses on the development of the speaking due to the fact that learners do not know how to express their ideas in front of their peers.

The principal objectives of this project are:

- To identify target and learning needs of 9th grade students at Institucion Educativa Vista Hermosa de Soledad in order to develop speaking competence
- To evaluate the results of the data collection instruments.

A TASK-BASED SPEAKING COURSE

- To design a speaking course driven from the results of the Needs Analysis
- To implement unit one of the course as a pilot study and derive implications for further refinement and implementation of the course.

This project will be divided in four parts: Rationale, Theoretical Framework, Course Design, Piloting and Conclusions.

The rationale will include the importance of English, description of the role of English in the world and in Colombia, context where it will be implemented, besides the status of speaking at Institucion Educativa Vista Hermosa. Moreover, it will show the results obtained in the different instruments applied for data collection.

The theoretical framework will mention all the relevant theories and literature which will support the project. A conceptual and methodological discussion will be mentioned that guide the project.

In the course design, objectives, type of syllabus, content, strategies, activities, and lesson plans will be displayed.

The Piloting will show the results, expectations and constraints found during the implementation of the proposal; likewise it will have a report of the lesson plans applied.

Finally, in the conclusions an analysis of the result is exposed.

3. RATIONALE

3.1 The Importance of English

English has become one of the most important languages worldwide, and for it to reach the top the globalization, the internet, and the TV have played an important role. Nowadays, it is necessary the mastery of this language to succeed in any professional field. Furthermore, for being in contact, exchanging ideas, or learning about the culture of other communities English is the favorite to put in practice the integration of all this items related to the world's society.

As it was mentioned before, today the globalization plays an important role not only for the economical, but also for the educational field. Due to this fact, our students should be prepared to confront future necessities as obtaining a place in a university, improving their educational level (specialization, master, or PhD), being hired in a company, or studying in another country. Taking everything mentioned here in mind, the Ministry of Education of Colombia has created the program “Colombia Bilingüe” with the intention of enhancing the level students achieve at the end of their high school.

Additionally, teachers have to be able to employ or adapt different approaches at the moment of the teaching with the purpose of making the students to fall in love with the foreign language in this case English. Being this language so important for the possibility of building careers in the future, it is interesting to examine how the teaching of English is carried out in the schools and to identify problematic situations that should be addressed to improve the outcomes of foreign language instruction.

A TASK-BASED SPEAKING COURSE

This project is related to the improvement of speaking English as a foreign language, it will be concentrated on showing the importance of teaching and learning this language through the implementation of strategies related to the context in which this proposal is carried out.

3.2 Description of the role of English in the world and in Colombia

English is an important instrument that allows communication with people from different countries with regard to their mother tongue. This language is spoken by millions of people around the world; due to that reason for many people, it has become essential to learn it as a foreign language. English has acquired a significant role considered as one of the most important languages in the world “No doubt English is truly the world’s leading language today. It is used on all continents” (Schneider, 2011, p.2).

This communication system is not only the language of business, but also the language of technology, knowledge, profession, diplomacy, and globalization. According to Graddol (1997), these days, English is the science tongue, aviation, computing, diplomacy, and tourism. It is also cataloged as the official or co-official language of over 42 countries and it is spoken in other nations where it does not have official status. English plays a part in the cultural, political, or economic dimension, as well.

Colombia is one of the countries with the most delay in bilingualism in the region. Its inhabitants have a low level of English proficiency, and a high proportion of students and teachers grouped at levels associated with low language skills (Jabba, 2013). In order to improve this situation, the government of Colombia through the Ministry of Education has been implementing some important actions such as The National Program of Bilingualism 2014-2018, which consists of the development of the communicative competence using as reference The

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Common European Framework (Fandiño, Bermúdez, & Vasquez, 2012). The other national program is "Colombia, very well 2015 – 2025" . Which is a complement to the Program of Bilingualism, it is a comprehensive, cross-sectoral and long-term plan that seeks students to use English as a tool to communicate with the world and improve their work opportunities (Mineducación anuncia 'Colombia Very Well, 2014).

The government has been implementing a series of strategies aimed to achieve the goals set for these programs. Among them we have: Definition and dissemination of English standards for basic and secondary education, which contain, among other things, objectives and contents for progressive and systematic teaching of English in basic and secondary education, training of teachers inside and outside the country, provision of material and pedagogical resources for primary and secondary education, Because in the country there was no curriculum to guide English teaching and the official sector did not have the materials for teaching, in 2016 the Colombia Bilingual English Kit was delivered, a tool for the teacher to plan the area, With: Suggested Curriculum and Suggested Curriculum Outline of English, Primer on the Basic Rights of English Learning and Guide 22: Basic Standards of Foreign Language Competence: English (Programa Nacional de Bilingüismo, n.d).

3.3 The description of the context

“Institución Educativa Vista Hermosa” (IEVH) is a small public school located in the municipality of Soledad, Atlántico which offers two shifts preschool and primary during the afternoon, and secondary and media education in the morning for students who belong to low socioeconomic status. According to the results of Saber test, it is ranked at a middle level. All students take an institutional tests named PECAB applied at the end of each academic period. In

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addition, learners in 11th grade are trained in the PRE- SABER TEST TRAINING COURSE once a week in order to achieve better results.

In general terms, the mission of this school aims to achieve high academic performance of students enabling them to continue their higher education. According to the vision, the school seeks learners to have access to the labor market; for this reason it has some academic agreement with technical institutions like ITSA. Related to the Proyecto Educativo Institucional (P. E. I.), it is difficult to get information because it needs revision, organization and updating. There are some inconsistencies for example one of the institutional goals in the P. E. I is to offer students an education with emphasis on technical English and computer science. In spite of the fact that English has become one of the most important subjects at any educational institution lately, at IEVH is the exception. The number of the weekly hours intended for the development of the program of this subject at this school has decreased because of the lack of a teacher.

The English level in this institution for the students is A1 according to the results obtained in Pruebas Saber. This school has two (2) English teachers who are classified in C1 level according to the Common European framework of reference (CEFR) and certified by the Ministry of Education. They are in charge of the classes of high school students. There is another professor who although is not a licensed language teacher and does not have a certification that supports her level, is in charge of the elementary students.

This institution counts on sixteen classrooms, including two intended for the computer science classes equipped with old computers without internet, and a polyvalent classroom with modern equipment. The I.E.V.H. has overcrowded classes. Each course has around 40 to 45 students approximately. It does not have library for the learners to do their homework neither a laboratory for them to practice the chemical experiments.

A TASK-BASED SPEAKING COURSE

In spite of the location of this institution which is in a poor area in Soledad, the school has the facility to provide video-beam, laptops, and tape-recorders to the teachers for the normal development of the English class. It is important to highlight that The English program at Institucion Educativa Vista Hermosa is based on a text book (Connect to English, Cambridge) which “is a fun, four –level, multi-skills course especially written and designed for adolescents who are studying English for the first time. It develops speaking, listening, reading and writing skills.

The first three levels of the book are used in the school for English teaching: the first level for grades 6th and 7th, the second level for grades 8th and 9th and the third level for grades 10th and 11th. Regarding to the materials virtual and physical are applied, the virtual are developed through the use of a platform named SIAN 365 which allows the students to work from home; and the other ones as posters, workshops, and power point presentations, and videos are designed and elaborated by the teacher having in mind the different necessities our students present. As our project aims at improving speaking in English in the institution, we will review the role speaking has in the school and show the importance of strengthen this skill.

3.4 The Importance of Speaking

Speaking English is essential at the moment of getting in touch with people around the world and maybe this is one of the reasons many people choose to learn it and talk it, which has made it an international language “English is now the language most widely taught as a foreign language” (Crystal, 2012, p.2).

On the other hand, in the traditional approaches to language learning and teaching, speaking and listening were underestimated skills in comparison with reading and writing

A TASK-BASED SPEAKING COURSE

(Richards and Rodgers, 2001). This aspect seems to have been changing, perhaps because it has been understood that language is a tool for communication. Which is a means to express our ideas and thoughts “Language is the information transmission source and the most important tool of communication” (Gintautas, 2017, p.69). In the same way, the goal of learning a language is to promote communication and now, students often value speaking more than reading, writing and listening. Of all skills, the most important for communication seems to be speaking (Zaremba, 2006).

Many language students today could give priority to learning to speak the second language by the conception that when they speak it, they master all the other skills. For many people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication” (Celce-Murcia, 2001, p.103).

Finally, It is relevant to mention that speaking is important for career success. Companies hire and can pay better for those who speak English “a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion” (Baker and Westrup, 2003, p. 05).

3.5 The status of speaking at Institucion Educativa Vista Hermosa

English classes at Institucion Educativa Vista Hermosa were taught employing the traditional method. In this approach, the explanation of grammar and its translation were put into practice by the teacher in classes with the purpose of memorizing the structures and the different rules this language has.

During the implementation of the traditional method, the classes were based on what learners required to memorize (vocabulary and grammar); because of the fact that Pruebas Saber\

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points to it, and the result of this test was the most valuable for our government; and schools do not take into account the skill the students from this institution according to a questionnaire applied previous this study wanted to develop the most (Speaking).

According to a questionnaire applied previous this study, the learners assured that speaking was considered not only as one of the most difficult skills for them in our institution, but the most important one they wanted to learn; and this was maybe related to the fact that most of the students liked to interact and communicate in English with their partners. Other important aspects to highlight are: lack of vocabulary, listening and reading comprehension, pronunciation, confidence, and demotivation that have limited our learners at the moment of participating or expressing orally in English. These limitations can be associated with the lack of interest by the students during the development of the classes in a conventional way without having in mind the needs, context and the interest of the students when learning a foreign language, as it is states by Schiefele who concludes that “individual’s learning interest is related to the achievements” (Schiefele, 1992, p.23). On the other hand Lewis states that “students are unlikely to be very successful at learning anything unless they enjoy the process” (Lewis, 2009, p.12).

It is a well-known fact that the students in almost all the public schools are classified in A1 according to the results obtained in Pruebas Saber and our institution is not the exception. One constrain found in this institution was the lack of the materials to work. Having a tape recorder to reproduce a real listening was almost impossible because there was only one to be used for all the teachers at this institution.

Another difficulty was the book employed for the classes because it was out-of-date and did not allow to practice of useful and contextualized topics that allowed students to interact with

A TASK-BASED SPEAKING COURSE

the purpose of expressing their point of view due to the fact that the activities were developed through the traditional method instructions.

Likewise, the students were not receiving English classes during their primary education studies, because it is not a requirement for the primary teachers to handle a foreign language, and the government has not established within the curricula of public institutions the teaching of a foreign language during this period, which is also a disadvantage at the moment of starting their secondary studies in a governmental school due to the fact that it can be rejected because our students have to live in a monolingual environment, and because of this they do not find the functionality of learning another language.

One important aspect to highlight in this institution is the advance English has had in the national tests since teachers are carrying out strategies and methodologies not related with the traditional method. This change in the methodology is showing results since 2013, when the teachers from this school began with their academic update process.

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COMPARATIVO HISTÓRICO PROMEDIO DE INGLÉS I. E. VISTA HERMOSA Vs. NACIONAL A

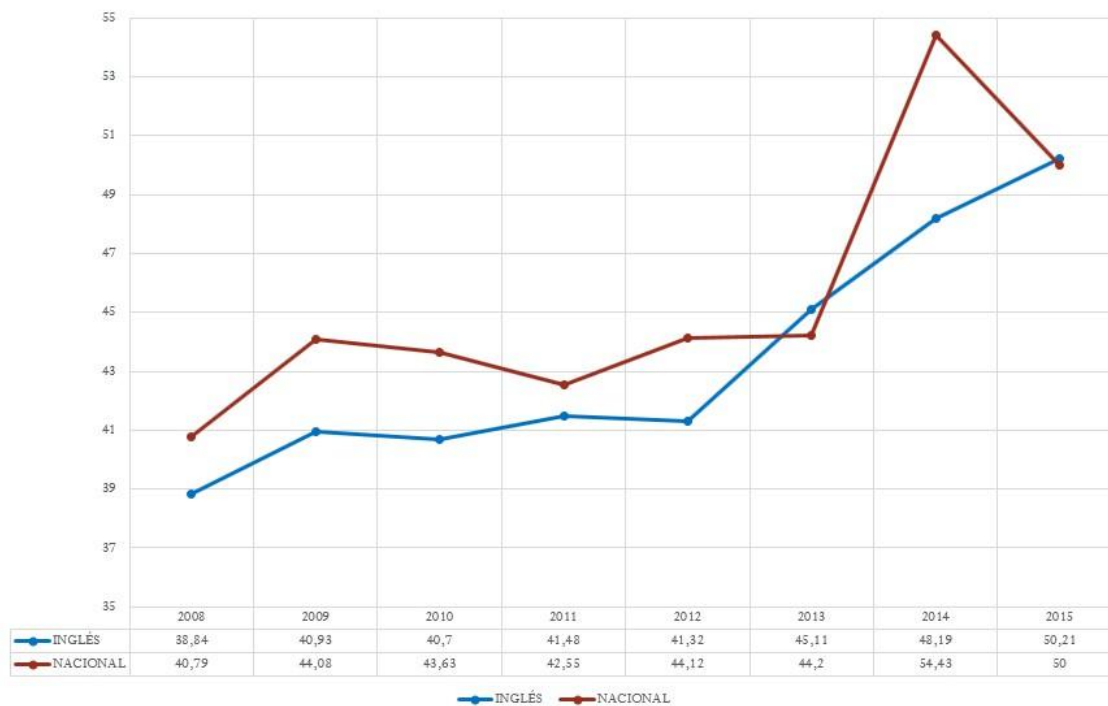


Figure 1 Comparativo Histórico Promedio Ingles I. E. Vista Hermosa

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4. NEEDS ANALYSIS

At the beginning of this study there were applied different tools as: interview for coordinator and teacher, survey, and questionnaire with the purpose of identifying the relevant topic to develop in this project. The data collected with these instruments provided us an idea about interests, strengths, weaknesses, and needs our students required to reinforce in the English language learning. In the next paragraphs there is a brief description of information compiled by means of the instruments mentioned before.

As for the interviews applied to the English teacher and the academic coordinator, they agreed that English is important to respond to the requirements of the global society, and also in the school curriculum, to meet the academic and social needs of the students. The public servants also coincided on the fact that bilingualism should be one of the main goals for the school to pursue. However, they also insisted that this was long term objective due to the lack of license language teachers in the primary, number of students per group, and the students' poor knowledge of the language.

Furthermore, the coordinator contended that the school does not receive any support from Secretaria de Educación which causes difficulties because they do not have what they need to offer good quality of education and put into practice the bilingual program that is contained in the school's official documents.

On the other hand, taking into account the results obtained with the application of the survey to the students from ninth grade at Institution Educative Vista Hermosa de Soledad, we can determined that speaking with 63.4% is the skill they wanted to improve in the English learning process. A high percentage of students (64.8%) mentioned that they like to learn this

A TASK-BASED SPEAKING COURSE

language by means of games and dynamics; at the same time they expressed (56.3%) they preferred to work in pairs with the purpose of sharing information and ideas.

During the development of collection of data for this project, a questionnaire was also applied (See Appendix 1). The outcomes gotten from this tool demonstrated a necessity to focus the speaking skill. The questionnaire included target needs that according to Hutchinson and Waters (1987), allow students to be explicit with their own expectations towards their target situation necessities. On the other hand, learning needs, which is “in essence a matter of asking questions about the target situation and the attitudes towards that situation of various participants in the learning process” (Hutchinson & Waters, 1987, p.59). Finally, with analysis of the target and learning needs the teacher can identify what learners require to put in practice with the purpose of learning (Hutchinson and Waters, 1987). Next the most relevant considerations extracted from that instrument will be exposed.

4.1 Target Needs Questions

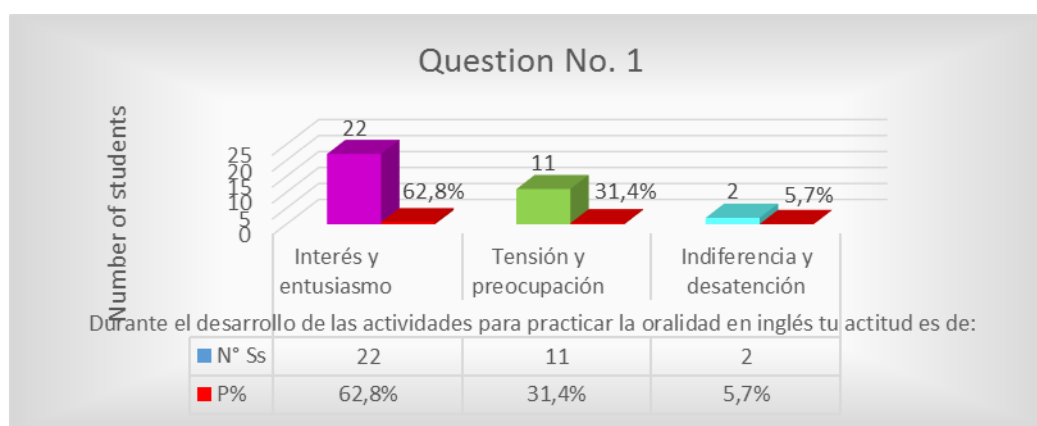


Figure 2 Target Needs Question No. 1

Regarding the attitude of the students toward the oral activities a great amount of students the 62,8% manifested their interest and enthusiasm during the practice of their speaking, on the

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other hand the 31,4% express to have a feeling of tension and worry while the 5,7% expressed not to have any interest for the oral activities.

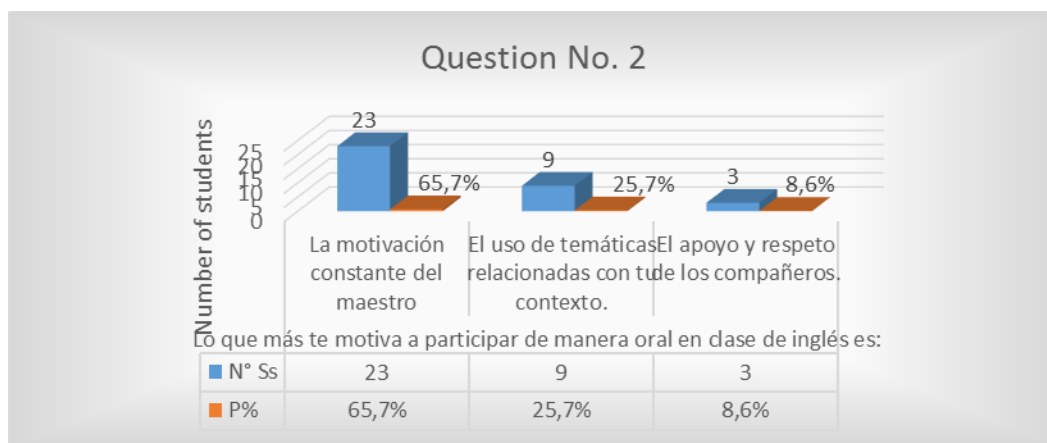


Figure 3 Target Needs Question No. 2

Talking about motivation the teacher plays an important role here with a 65,7% being this the motor for them to participate, the topics related to their context with 25,7% is also an important factor for the students at the moment of speaking, finally, the support and respect by their partners side got 8,6%.

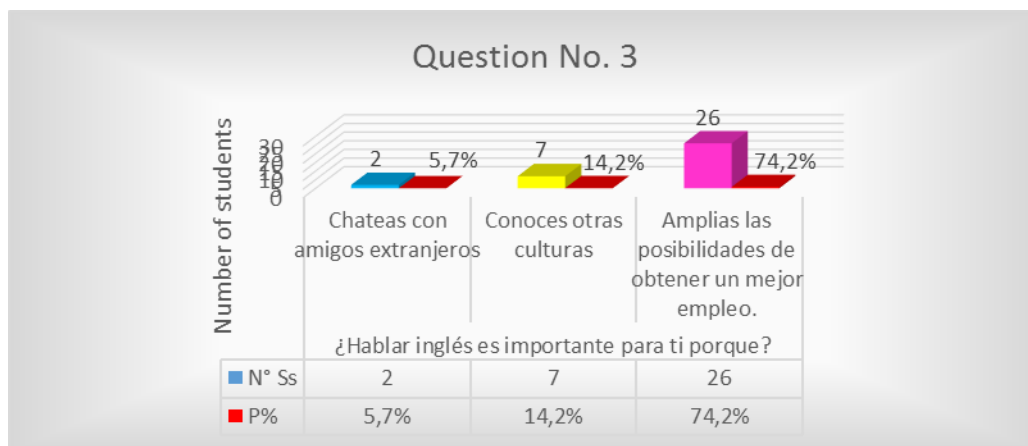


Figure 4 Target Needs Question No. 3

A TASK-BASED SPEAKING COURSE

Talking about the importance of speaking in English most of the students confirmed that English can extend their possibilities to obtain a better job which is represented with 74,27 % of the study group, some students, the 14,2% think that English give them the possibility to know other cultures. Whereas a few percentage of students responded that chatting in English is important because it facilitated them to get new friends in other countries.

4.2 Learning Needs Questions

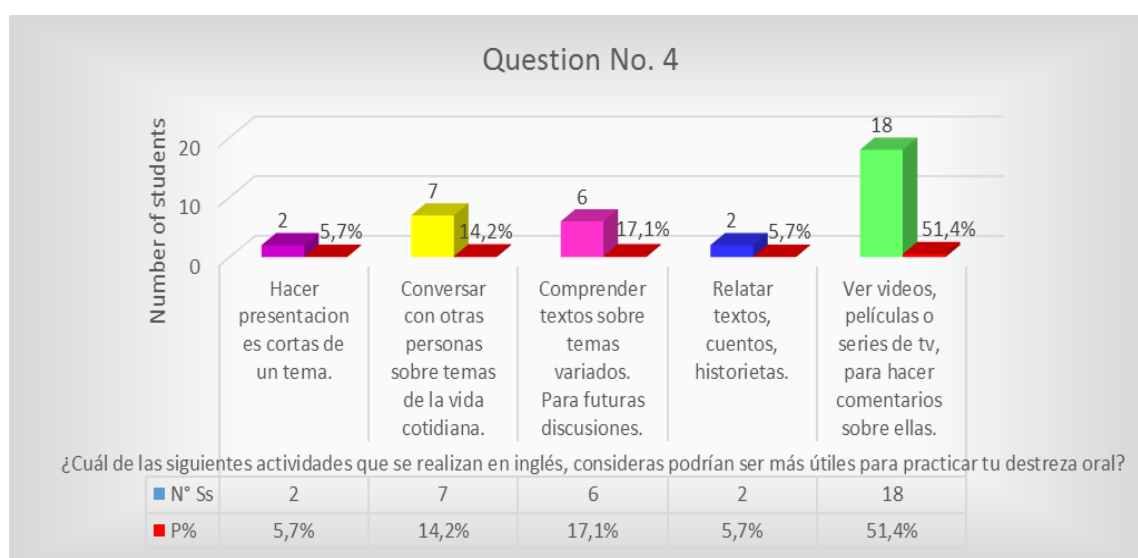


Figure 5 Learning Needs Question No.4

At the moment of practicing the speaking respondents considered that watching videos, movies and TV series to make comments about them is the most important for them with a 18%, also to understand diverse reading with different topics for future discussions got a high percentage with 17,1%, another one they also consider is the one associated with everyday topics with a 14,2%. While it can be observed that only the 5,7% prefer the short presentations and the narration of short stories as the last activity they want to develop to improve their speaking.

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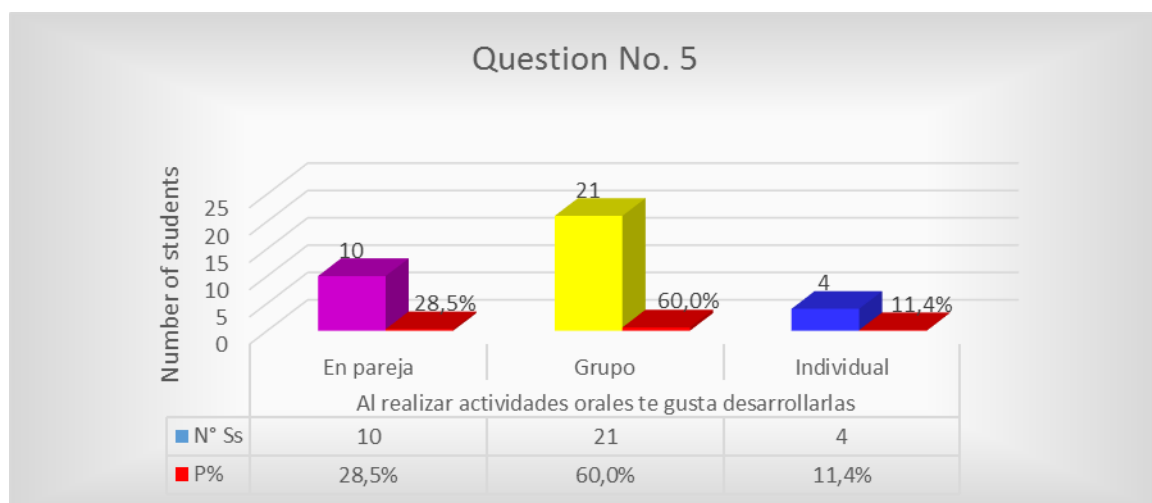


Figure 6 Learning Needs Question No.5

When talking about the way they like to work in class to develop the oral activities a vast majority in 60% responded that in group is the best way for them to develop that type of task. A 28,5% contended that they feel comfortable working in pairs and just the 11,4% prefer to work individually.

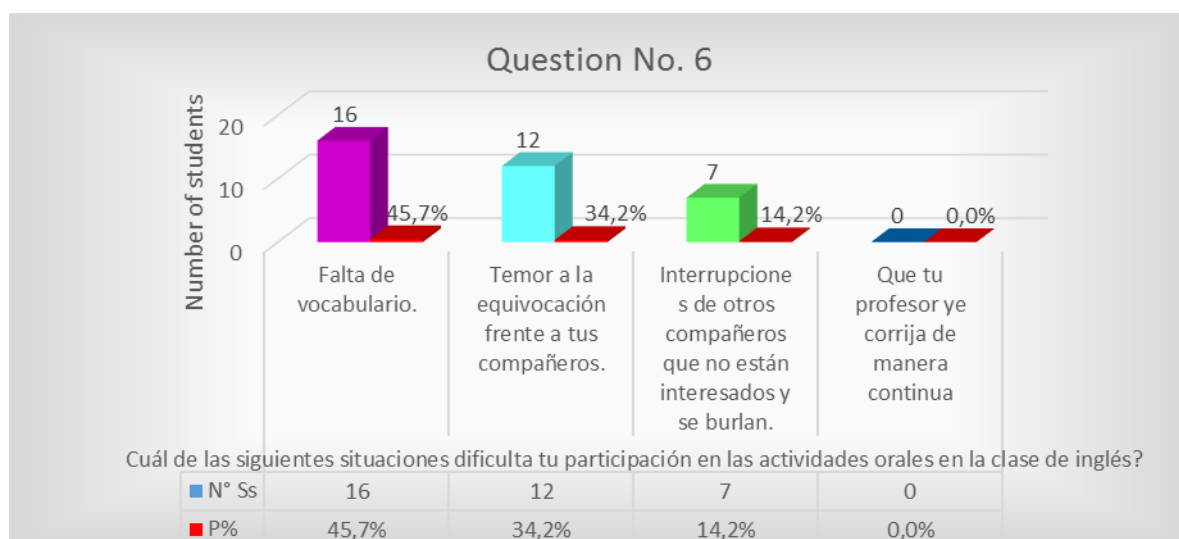


Figure 7 Learning Needs Question No.6

In question six, most of the students responded that the lack of vocabulary is what most limited them with 45,7% at the moment of expressing their opinion, while for others the fear to

A TASK-BASED SPEAKING COURSE

make mistakes in front of their peers is other aspect that prejudice their oral participation with a 34,2%, finally, the teasing sometimes done by their partners make them feel inhibited 14,2%.

On the other hand, as we can observe none of them voted by the last option which talked about the teacher corrections during an oral intervention.

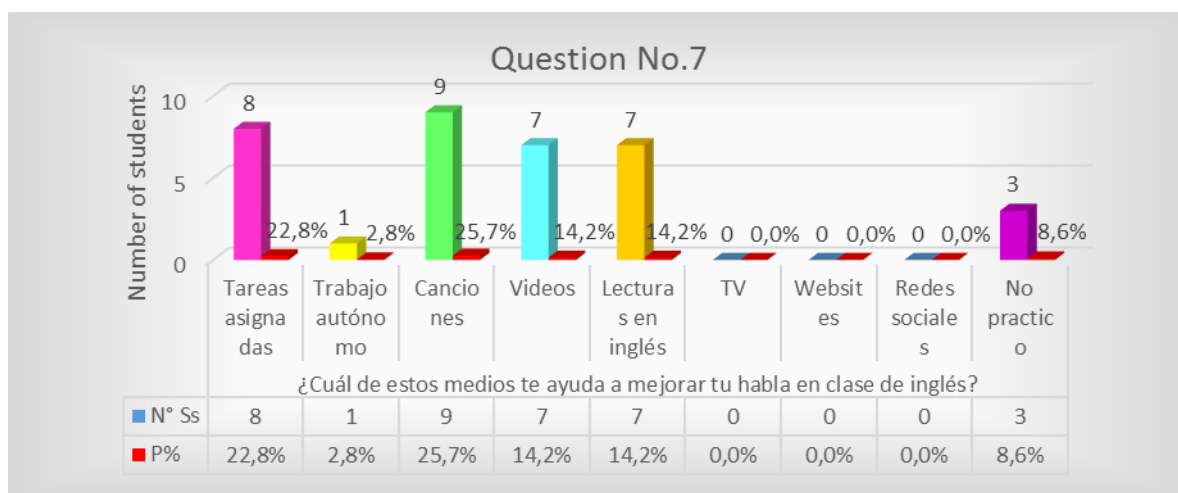


Figure 8 Learning Needs Question No.7

A way students found easy to use when talking about the improvement of speaking is the music (songs) with a 25,7%, homework 22,8%, videos and readings with a 14,21% are tied in the third place, and the 8,6% answered in the questionnaire not to practice their oral skill.

A TASK-BASED SPEAKING COURSE

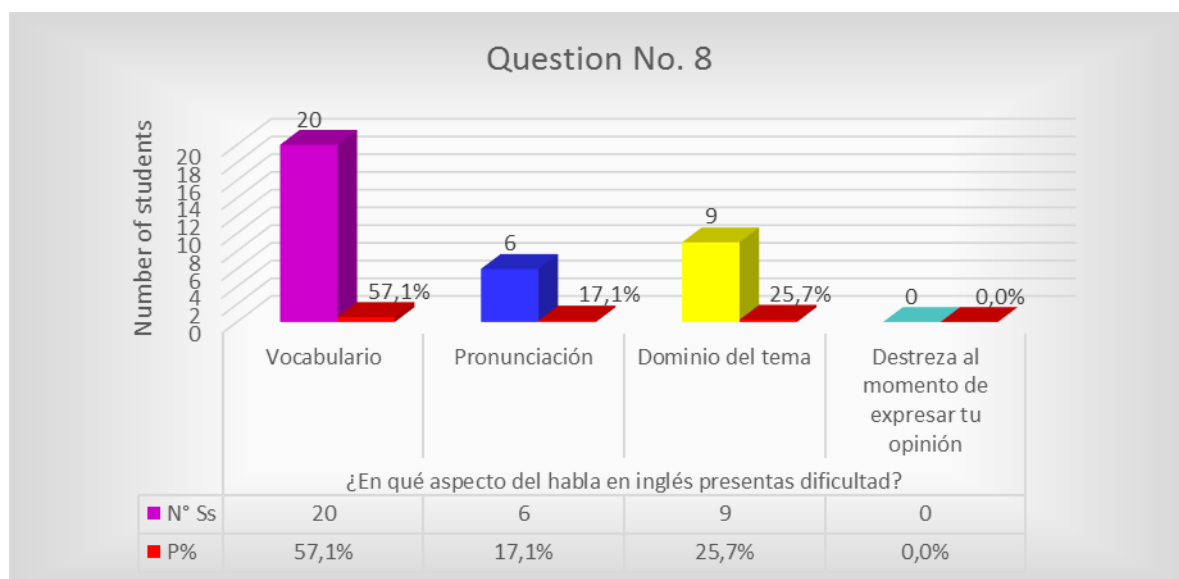
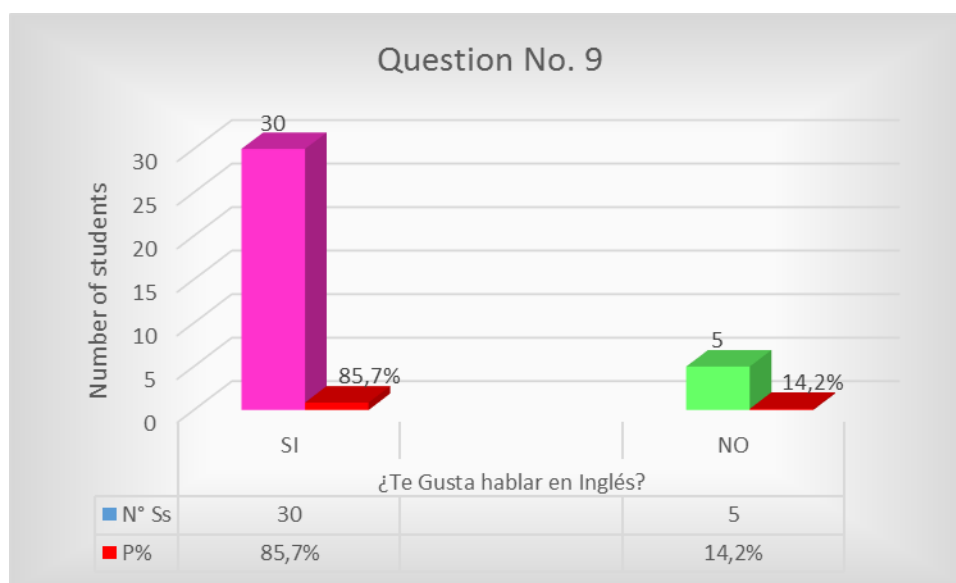


Figure 9 Learning Needs Question No.8

The 57,1%% of the students claimed that they are less competent in speaking due to the fact that they manifested to have difficulties with the lack of vocabulary. While the 25,7% claimed that not to be familiarized with the topic is a big deal for them. On the other hand the pronunciation was classified with 17,11%.

4.3 Speaking Questions



A TASK-BASED SPEAKING COURSE

Figure 10 Speaking Question No.9

Most of the students responded affirmatively to the question related to their interest in English. This represents a 85,7% of the study group, whereas a few students reported a negative answer which corresponds to a 14,2%.

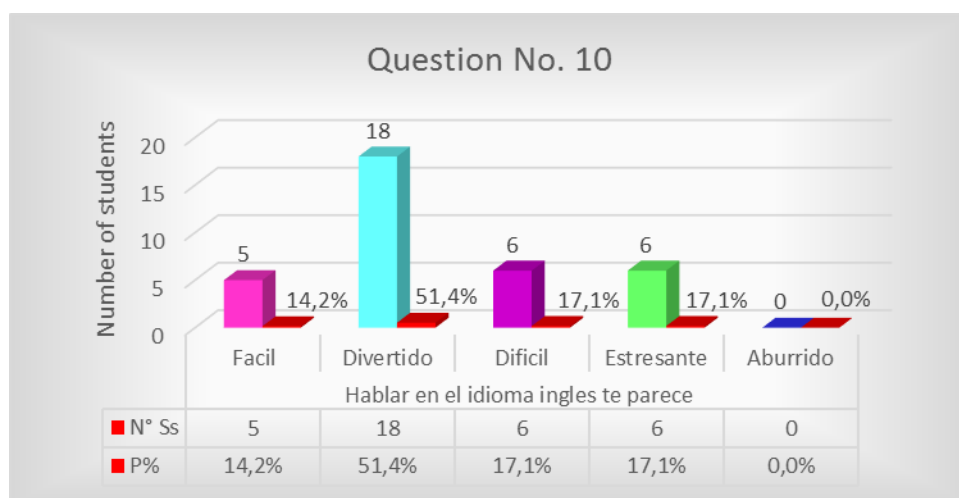


Figure 11 Speaking Question No. 10

In question 3, we can observe that a 51,4% of the students found funny to speak in English, in contrast it is appealing to discover that there is a percentage believing that speaking in English is stressful and boring with a 17,1% each one, and only the 14,2% thinks it is easy.

By contrast, it is significant to highlight that none of the students found English boring, so the last option was not selected by any of them.

A TASK-BASED SPEAKING COURSE

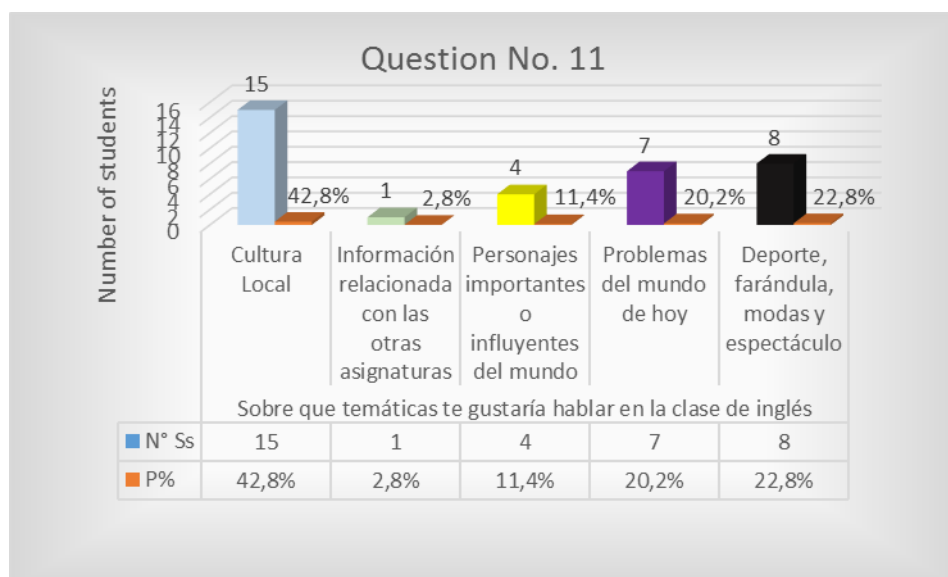


Figure 12 Speaking Question No.11

In question 9, reflects that a great number of the students represented in a 42,8% wanted to have oral classes where they can to learn and express their opinion about foreign cultures, as well as sports, show business, and fashion with 22,8%. Another 20,2% answered that other topics they would like to treat in class are the recent problems the world face, while a percentage of 11,4% chose to talk about important people around the world, and the option b related with the other signatures they are actually taking got 2,8%.

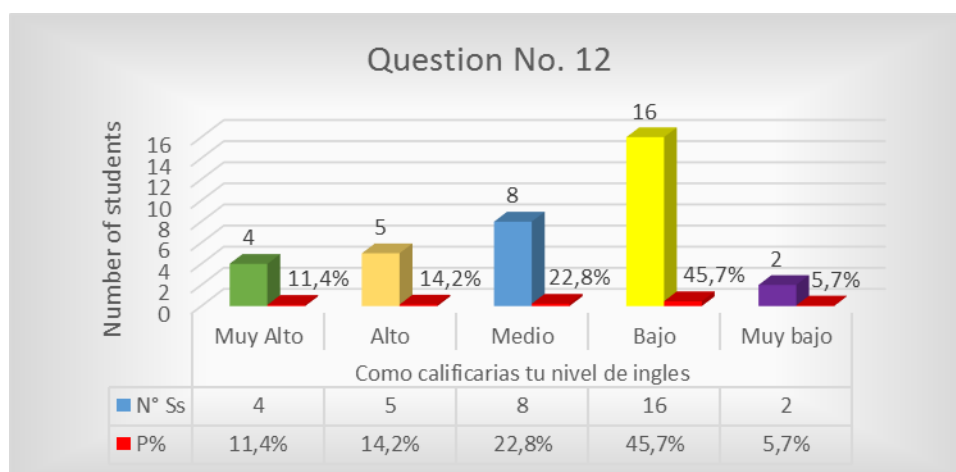


Figure 13 Speaking Question No.12

A TASK-BASED SPEAKING COURSE

In question 11, which is related with their level of speaking, the 45,7% considered they have a low level, while the 22,8% believe they have a medium level, in a high level were classified the 14,21%, and the highest level with 11,4%, while a minority placed themselves in the lowest level with 5,7%.

After applying different instruments to identify the language learning skill that students at Institución Educativa Vista Hermosa wanted to develop the most, the results obtained identify and nominate the speaking as skill to improve in this process. Once time established the topic to work, we employed others tools as questionnaire to determine distinct aspects, themes and learners' interest to strengthen in this project.

Although the students recognized that speak English is important to their future work life and share ideas with foreign people, they are aware of their lack of knowledge in this language. In spite of this fact, students demonstrated interest in the improvement in the oral production. Likewise, the motivation provided by the teacher was considered as an ally to awake their interest for improving their speaking skill.

As a result of the students' like to practice their oral production in English, they considered the development of this skill was fun. Nevertheless, it is convenient to mention that they could not express their ideas fluently because of deficiency of vocabulary. This factor inhibit them at the moment of interchanging ideas in front of their partners. They considered that developing in groups the activities proposed by the teacher could help them to increase the level of participation during the classes.

On the other hand, they expressed that there are some activities as watch videos, listen to songs, and give opinions about interesting topics, which could be helpful to enhance their

A TASK-BASED SPEAKING COURSE

speaking skill. It is due to the fact that these actions are related to the one that teenagers practice as hobbies. This situation becomes in an advantage because the students could use their background,

During the analysis of the information provided by students by means of the questionnaire, it could be deduced that the students would like to include the local culture, with a percentage of 42.8, in the themes selected to develop in the English speaking class. They believe that this fact could contribute to achieve a better participation due to the fact that they had previous knowledge related to it.

On account of the fact that the results found in this research, the main necessity students have at the moment of communication is the development of the oral production during their speaking practice as it was confirmed in the survey applied with 63.4%. We would like to focus our investigation on the development of speaking skills and strategies; with the objective of increasing the expression of our students' ideas in an oral form.

Having in mind all the previous answers given by the students, and after reading and analyzing the different approaches that can help in the improvement of the speaking, we decided to apply the task-based approach in the speaking course with the purpose of achieving this goal.

A TASK-BASED SPEAKING COURSE

5. THEORETICAL FRAMEWORK

This research focuses on the development of the speaking. This skill has been one of the most ignored in class, but these days is very important to speak it due to all the important implications it has for a person's future life.

The pertinent literature to this project is presented in three sections. Section one will mention all the literature related to speaking: concept, sub skills, factors that affect the speaking when learning English as a foreign language. Section two will define the concept of task, its components, and types of tasks. Section three will be devoted to the topic of the task-based approach: definition, syllabus, principles, stages, sequence, and task-based language teaching and learning.

5.1 Speaking

Speaking is one of the four communication skills which allows us to express ourselves in different situations. Many explanations can help us to understand that speaking is a process which can be obtained from the result of other abilities as listening and reading, it can also be the skill developed through meaningful practice for oral human communication, Horwitz (2008).

Speaking is an interactive process where the involved, transmitter-receiver, have to alternate turns of expression. This activity takes place in real time, which does not allow a previous planning. During this operation, several activities are performed: thinking what is going to say, use grammar and vocabulary to organize ideas, and broadcast the message using intonation and pronunciation. Speaking consists of three components: conceptualization, formulation, and articulation (Thornbury, 2005).

A TASK-BASED SPEAKING COURSE

Incidentally, we must not forget that Burns and Hill (2013) described speaking as process-oriented and product-oriented. It is going to be a process because it mixes as it was mentioned at the beginning a wide range of skills; and a product due to the fact that it is associated with the production of sounds, gestures, expressions.

The authors cited in this text agree that speech is one of the most complicated skills in the process of communication and more if we refer to the teaching of English where many teachers focus only on some aspects such as writing, grammar, and reading; as a result, many students cannot speak English even though they manage the grammar and have some vocabulary. Speaking is an interactive process because is closely related to listening.. Learning and teaching to speak English well is a great challenge that both students and teachers have to overcome. Speaking is one of the most difficult skills language that students have to face. It has traditionally considered as one of the most challenges for the teacher. Nowadays, the English teacher has spent all time in the classroom try to teach, to write and to read, because, the structure grammar is more traditional process (Bueno, 2006).

5.2 Speaking Sub skills

The term speaking is difficult to define and it is more difficult to teach as an ability, due to the fact that at the moment of teaching, it should focus on some specific skills which can also be called sub skills.

The skill combination methods in EFL classes of the two oral language-speaking sub-skills namely: listening and pronunciation. They are associated and come together with the teaching of speaking in class in a manner that the teaching of one of them often points to the other (Murphy, 1991; Florez, 1999; Hinkel, 2006).

A TASK-BASED SPEAKING COURSE

Pronunciation is one of the most important sub skills in speaking. Likewise, Fraser (2000) states that pronunciation is the most crucial oral communication skill. What is more, Miller (2004) considers that pronunciation needs to be balanced with all other speaking sub skills. Due to this fact, this articulation is related to speech and in the same way this one is associated with intonation, stress, and rhythm and non-verbal as well as the gestures, and face expressions, which was mentioned by Hall (1997). Finally, Gong (2002) argues that pronunciation is one of the fundamental skills and the basis of oral communication for learners of English at all levels.

Intonation defined as "the melody of speech and is to be analyzed in terms of variations in pitch" (Roach, 2001, p.33). Stress is "the prominence given to certain syllables within words, and to certain syllables or words within utterances" (Adult Migrant English Center, 2002, p.1). And rhythm is a "systematic patterning of sound in terms of timing, accent and grouping" (Patel, 2010, p. 96). Under these circumstances, these suprasegmental features play an important role, because of the fact that these are the most common obstacles students have to face at the moment of putting in practice their oral ability.

5.3 Speaking Strategies

For the great majority of people, speaking is considered as one of the most complex ability to develop at the moment of the acquisition of a foreign language; for this reason it is important to count on strategies defined as "the techniques or devices which a learner may use to acquire knowledge" (Rubin, 1987, p. 43). Another concept for speaking strategies is the "activities consciously chosen by learners for the purpose of regulating their own language learning" (Griffiths, 2013, p. 36). They will also help students to enhance this skill, and finally, the speaking strategies are used 'to repair breakdowns in spoken communication and to improve the effectiveness of communication' (Brett, 2001, p. 53).

A TASK-BASED SPEAKING COURSE

Some speaking strategies as clarification, repetition, appealing, mime and nonverbal expressions proposed by Douglas (2007) and defined by Rubin (1981), will be explained and employed in this project.

Clarification

This strategy is used by the students when they need an explanation or the repetition of a word in order to get its meaning or correct pronunciation; additionally, it can help the students to clarify any doubt through an example asking a teacher.

Repetition

Consist on asking the interlocutor to repeat what he /she said to draw attention to main ideas or to give oneself time to think, or the overt practice and silent rehearsal of words or phrases with the purpose of getting its pronunciation, meaning, and use.

Appealing

It is a request to get help. The learner asks for the correct term or structure turning to the conversation partner for help either directly (e.g., what do you call ...?) or indirectly (e.g., rising intonation, eye contact).

Mime and Nonverbal Expressions

It is the association or imitation of the words using gestures or body movements that help the learners to ally the meaning of the word with the nonverbal expression. (e.g. gesture, facial expressions, or sound imitation) to continue their messages because of language problems.

A TASK-BASED SPEAKING COURSE

5.4 Role of Interaction in speaking

In the previous section, the definition of speaking was established. It is equally important to know the meaning of a word which is closely related to the above-mentioned concept. This term is interaction. In accordance with the Common European Framework of Reference for Languages (Council of Europe, 2004)

In *interaction* at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact, overlap in oral communication. Not only may two interlocutors be speaking and yet listening to each other simultaneously. Even where turn-taking is strictly respected, the listener is generally already forecasting the remainder of the speaker's message and preparing a response. Learning to interact thus involves more than learning to receive and to produce utterances (p.14).

Hadfield (2008), state interaction does not just mean sending a message and waiting for a response; in fact, in an interaction it is necessary to make a selection of the appropriate words to respond to a particular receiver, alternate shifts in the conversation to speak and listen, manifest interest, request explanation or repetition to continue the conversation. Applying this concept to the teaching-learning process of a language, it is important to mention the concept of Lin and Luk (2007), about interactions in language classrooms, which are important social activities for students, since they do not only construct knowledge , But they acquire confidence as a user of the language.

A TASK-BASED SPEAKING COURSE

On the other hand, in the classroom interaction occurs when students talk to each other, or to the teacher, asking, responding or commenting. All this negotiation of meaning is present in the teacher - student and student – student interactions described below.

5.4.1 Student-Student Interaction

The student-student interaction takes place among the learners who are the main participants. In this kind of interaction, the teacher plays the role of monitor and promoter of the interactions between the participants. This type of social exchange can offer some advantages in relation to the interaction teacher-student, in the sense that the interactions with the teachers are usually reserved to answer the questions, whereas the activities developed in small groups between peers are more efficient to develop Social interaction rather than with the teacher. (Gillies, 2006). Students to communicate with one another use a wide variety of linguistic functions rather than interacting with a teacher (Rulon and McCreary, 1986).

5.4.2 Teacher–Student Interaction

This kind of interaction is performed between the teacher and a student, or a group of students. It takes place in the classroom. It is usually developed through an exchange of questions and answers between the parties. When the teacher asks, a student responds and finally the teacher evaluates if the student's answer is correct or not, an Initiation-response-evaluation (IRE) is presented Lightbown and Spada (2006). This typical interaction does not reach a total development, since it ends in the evaluation of the teacher (Sinclair and Coulthard, 1975). There is another kind of interaction that could allow more participation and greater contribution of the students, while at the same time it achieves a real communicative exchange in the classroom, it is the initiation-response-feedback (IRF) where the teacher or the student starts asking questions,

A TASK-BASED SPEAKING COURSE

then there is a response and that response is used as a starting point for the continuation of interaction (Hall and Walsh, 2002).

5.5 The local context in speaking

Most people talk about what they know, and if we want to make it easier for our students to express themselves orally, we have to propose a topic of their interest, enjoyment and relevance due to this we decide to include the students' local context in our course design. Local contexts that are familiar and relevant to the lives of students should be prioritized instead of unknown and irrelevant contexts of the target language (Alptekin, 1984). When students use the local context, they may come to understand the deeper meaning of English for the reason that they can associate the contextual meaning which they are familiar with. Students should be provided with many opportunities to interact in the target language, and this would be facilitated by relating the content to be used in the local context. If the target language culture is given as a topic for students to talk to, they may not have much to say and therefore they could feel frustrated (Regmi, 2013).

On the other hand, referring to the materials, they should not be limited to the target language culture if one of the objectives of teaching a language should be that students can talk about their culture to others. Then materials should also provide students with vocabulary and information of local culture (McKay, 2003).

5.6 Factors that Affect the Speaking when Learning English as a foreign Language

At the moment of the learning of English as a foreign language, it is very important to recognize which are the factors that affect directly the students' speaking performance (Pearse, 1998). According to Snow (1992), the achievement or failure when getting a second language

A TASK-BASED SPEAKING COURSE

cannot be interpreted by a single constituent or theory. That is why factors as the lack of motivation or self-esteem, anxiety, attitude, age, and even the personality have to be analyzed; because they have a big influence at the moment of learning a foreign language.

5.6.1 Motivation

Motivation is considered as one of the most important factors that play an important role at the moment of acquiring a foreign language. L2 motivation is “the extent to which an individual works to learn the language because of a desire to do so and the satisfaction experienced in this activity” (Gardner, 1985, p. 10). Dörnyei (1998) expresses that motivation includes three constituents: motivational intensity, desire to learn the language, and an attitude towards the act of learning the language. These constituents may be out of context, but they have to work together because the mix up of these components reflects what motivation is: motivational intensity = “energy-center” the stimuli, desire to learn the language = effort/want (cognition), and attitude towards the act of learning the language = “task-enjoyment” (Gardner, 1985).

According to Gardner & Lambert (1972), there are two types of learning motivation: intrinsic and extrinsic. These authors define intrinsic motivation as related with the behavior performed. In this type of motivation, feelings as satisfaction and gratification; can be expressed at the moment of putting in practice an activity considered especial by the learners. While the extrinsic that consists on obtaining a reward and at the same time trying to keep away from a punishment. There is a third classification for motivation which is called amotivation which is the absence of motivation, whether intrinsic or extrinsic (Deci and Ryan, 1985).

A TASK-BASED SPEAKING COURSE

Intrinsic motivation is related to the nexus between the person and the task, due to the fact that the feelings presented here can be shown when getting a reward. Ryan and Connell (1989) divided in four types the extrinsic motivation: external, introjected, identified and integrated regulation or intrinsic reason. First, the external regulation as its name expressed depends on the external materials as rewards or praises. Second, the introjected regulation uses rules as norms to be followed by the students with the purpose of not to feel guilty a clear example of this are the rules imposed against of truancy. Third, identified regulation takes place when the learners get involved in the activities because they catch their attention and they feel interested on it. Finally, but not least, the integrate regulations refers to learn because he likes and nobody has to force him to do it, he wants to become an educated and cosmopolitan person and sees the acquisition of a foreign language as a benefit.

5.6.2 Anxiety

Harkavy (2016) asserts that is a normal part of life feel anxiety. Likewise, it can be define, as: “an uncontrollable disposition to worry about one's welfare” (Akiskal, 1998, p. 67). It's one of the most common feelings learners experience in the classrooms at the moment of communicating or interacting with their peers in front of the class. It is a well-known fact that anxiety can be classified depending on the situation both as positive and negative sentiment; being the negative the one that most can influence in the learning process. In the language learning process students can show anxiety by means of different emotion, which can be positive or negative and have influenced on their performance this theory is expressed by Brown when he said that anxiety “is associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry” (Brown, 1994, p. 141). When a student experiment negative feelings and it is mixed with learners' low performance, it is called debilitating anxiety. This type of anxiety reduce the

A TASK-BASED SPEAKING COURSE

level of participation of the students, due to the fact that this one does not want to have any mistakes. At the same time, they feel nervous and afraid of expressing freely their ideas, this language anxiety can be presented at the moment of the oral production (Oxford 1999).

Some aspects as common evasion, and the physical actions and symptoms cited by Horwitz (1986) should be identified at the moment of language anxiety in learners. Some examples of common evasion are: cut class, go to class without any preparation, a lack of vocabulary to answers easy questions, and also refusing to be volunteer to the activities plan to be develop during the class. As for physical actions, the movements learners make during the class can be counted (simulation of lack of comfort, playing with the hair or clothes, and an appearance of jittery behavior). Added to the physical symptoms, oral expressions have to do with using excuses such as headaches, tension, or pain at any part of the body at the moment of doing an oral presentation.

5.6.3 Attitude

Attitude is defined as: “a favorable or unfavorable evaluative reaction toward something or someone, exhibited in ones beliefs, feelings, or intended behavior (Myers, 2010, p. 110). Likewise, “learners’ attitudes can be modeled by social factors (educational settings, natural settings), which, in turn, affect the apprentice outcome” (Ellis, 1994, p. 197). When learning a second language, both negative and positive attitudes are encountered. Truitt (1995) found in a research about the positive attitude of language learners that their attitudes and belief concerning to language learning could change depending on their cultural background and previous experiences. On other study the relation among these two (positive and negative attitude) produce two viewpoints: resultative and motivational hypothesis. The resultative hypothesis claims that “experience of success influences attitudes to language, country and people” (Byram,

A TASK-BASED SPEAKING COURSE

2004, p.53). And the motivational hypothesis considers successful language learning a result of attitudes “as stable of, motive-like constructs” (Byram, 2004, p.55).

Those attitudes intensify the desire of learning, to put it another way, if learners are fascinated with some of the nations where the language is spoken, it going to be excited learning the language (Noels, 2003).

On the other hand, negative attitudes can be associated with the behavior some learners have like as presenting reluctance to the teacher or do not show any interest to learn the language (Ellis, 1994). Negative attitudes may also be positive, if the learners really want to learn a language (Ellis, 1994). Learning a second language is a process where both negative and positive attitude can be involved either at the beginning or at the end of this.

5.7 Task

5.7.1 Definition of task

Task is a synonym of activity according to the Longman Dictionary (2013) that is essential in our daily classes (Crookes, 1986). Furthermore, it is a process of thought Prabhu (1987), which requires learners to use the language Bygate, Skehan, and Swain (2000). Moreover, it is a communicative task Nunan (1989) that promotes the interaction among the participants, and focus on meaning exchange Lee (2000). Likewise Richards, Platt, and Webber (1985) define task as the result of processing or understanding language”. And Ellis (2003) claims to the result in language use in real world.

As it could be seen the term task has a variety of definitions; but when they are applied to the field of a second language teaching, the explanation given by the authors mentioned before are interrelated and pointed to a main objective. In other words, the endeavor learners have is to

A TASK-BASED SPEAKING COURSE

comprehend, produce and interact in the target language according to their context and must be focused on meaning rather than in form.

5.7.2 Components of a task

The main components of a task selected by a large group of designers as Shavelson and Stern (1981), Candlin (1987), and Wright (1987) among others, helped Nunan (2004) to give as a result the following six elements for the task: Goal, input data, activities/procedures, teacher roles, learner roles, and setting.

Before giving a brief description of the elements of the tasks, let's mention the components Shavelson and Stern (1981) suggested to take into account: as *content* that refers to the subject; *materials* that are the elements of the class that can be observed and manipulated; *activities* that are the exercises for the learners to reinforce what the teacher just explained; *goals* that is the aim of the task; *students* in here the teacher has to have in mind the interest and needs of the students; and *social community* that is the class as a whole.

In second place appears Candlin (1987) who advised elements as: *input* that is the information presented by the students to be developed; *roles* that is the connection among the people who take part in the task; *setting* that is where the task is going to take place; *actions* that is how the task is going to be done; *monitoring* that is the supervision of the task; *outcomes* that is the objective; and *feedback* that is the judgment of the task.

Finally Wright (1987) argued that task only contain two elements: *input data* that are the elements the teachers and learners are going to use for the task; and *initiating question* that are the instructions students receive to put in practice the task.

A TASK-BASED SPEAKING COURSE

Now let's analyze the components Nunan (2004) considered at the moment of designing a task.

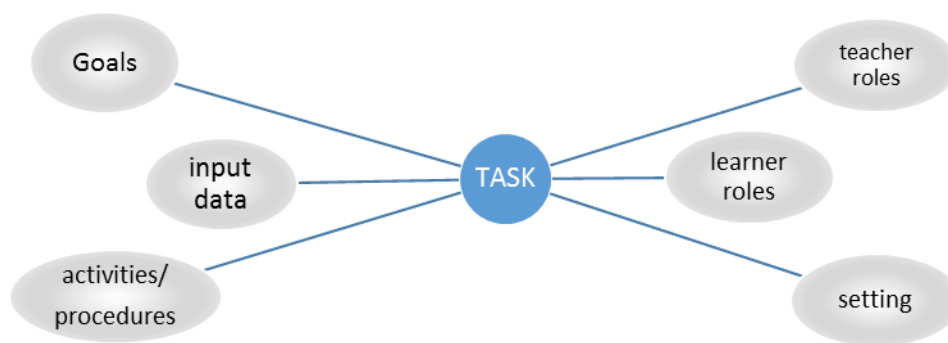
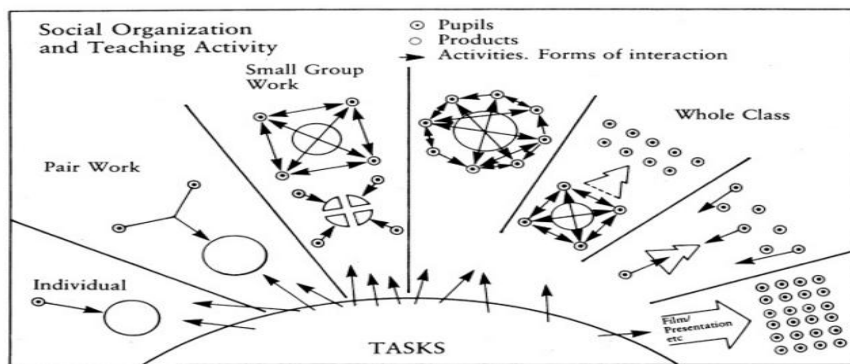


Figure 14 Key components of task

The first component of it that must be taken into account is the goal. *Goal* is the objective, the main point, the target, the needs of the learners that the task have to reach by the end of it; as it was stated by Brindley (1984) who says that goals that follows the communicative needs of learners have greater face validity. The second component proposed is *input data* that is similar to the one mentioned before that consist on a rich variety of resources that are around us, and that can be supplied by the teachers, the text book, or other sources. The third element is *procedures* that is what the learners have to do in the activities and that these must be varied due to the fact that of the different cognitive styles and learner's preferences, for this Willing (1988) states that preferences of a learner in reference to an activity can vary and can be decided by the cognitive style and personality variables. The fourth and fifth components are *teacher and learner roles* in these they have to accomplish the learner task and the interpersonal relationship between them learners also have to take the role of monitor, group participant and risk-taker and innovator; according to Breen and Candlin (1980) a teacher can have three roles facilitator, participant, and observer. Finally, the setting refers to the arrangements of how a task is

A TASK-BASED SPEAKING COURSE

developed by the learners in the classroom; for this Wright (1987) mentions some ways students can be grouped: individual, pair work, small group work, and whole class.



(Wright 1987: 58)

Figure 15 Social Organization

5.7.3 Types of task

There are a lot of task types to mention as real-world or target, pedagogical, rehearsal, activation task, language exercise, and communication activities. And there are also many author who have researched about them; due to that fact this space will describe some of ones proposed by Prabhu (1987), Pattison (1987), Richards (2001); and Nunan (1999) who proposes a schema of classification.

Prabhu (1987) specifies three types of task: *information gap* that is giving or completing any facts from one person to another; *reasoning gap* that is the process of inference, deduction and practical reasoning of an information; and *opinion gap* that talks about the personal preferences.

Furthermore, Richards (2001) considers the following pedagogical task: jigsaw task which involves the combination of pieces of information to create one; and the rest of the

A TASK-BASED SPEAKING COURSE

activities as information gap; problem solving; decision making; and opinion exchange proposed by Richards have a big concordance with the ones exposed by Prabhu (1987)

On the other hand, Pattison (1987) proposes seven tasks and activity types: first *questions and answers* that consist on getting information through the implementation of questions; furthermore *dialogues and role plays* where students adopt the role of any improvised person; next *matching activities* that is similar to the bingo game; additionally *communication strategies* that are planned to encourage the communication as well as *pictures and picture stories* which also promotes it; another one is *puzzles and problems* where the learners have to make guess and use their knowledge and experience to give a logical solution; and the last one *discussions and decisions* that consist on collecting and sharing information.

Finally, Nunan (1999) proposes a schema of classification composed of five strategy types. First the cognitive, where the classification, prediction, taking notes, and inference strategies are included. Second the interpersonal, in this one the co-operating activities and role playing make part of it. In third place the linguistic, in here take part the conversational patterns, practicing, the use of the context, and the summarizing. Fourth, the affective as it name says are task related to self-evaluation, and reflection. Finally, in the creative strategy the brainstorm is the most important.

5.8 Task-based approach

5.8.1 Definition

Task-based Approach is a meaning-focused teaching method, which goal is to reach speaking tasks. At the moment of implementing a task using this approach, this must handle a real-world application of language. The target of the task-based-approach is to give learners

A TASK-BASED SPEAKING COURSE

situations related to their context in order to construct their discourse step by step to get a final product. During this process the interaction plays an important role because it can make easier the acquisition and make the students work to understand each other the language use in the process, and at the same time make themselves understood. As it is states by Long and Crookes (1993) 'The 'departure from CLT [in such lessons] ... lay not in the tasks themselves, but in the accompanying pedagogic focus on task completion instead of all the language used in the process' (p. 31).

As this approach maintain an ongoing process, learners have the possibility to analyze what they have understood and if they have not, they can look for some explanation, as it is claim by Candlin and Murphy (1987) 'The central purpose we are concerned with is language learning, and tasks present this in the form of a problem-solving negotiation between knowledge that the learner holds and new knowledge.' (p. 1).

5.8.2 Task-based syllabus

To begin, giving a unique definition to syllabus is very difficult; that's why we have decided to take the Longman dictionary (2013), that has defined the word syllabus also known as curriculum as "the total program of formal studies offered by a school or institution" (p.52).

First, let's initiate with a classification Wilkins (1976) made to the syllabus: synthetic and analytic. Wilkins defined the synthetic syllabus as:

"the way different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up ... At any one time the learner is being exposed to a deliberately limited sample of language." (Wilkins, 1976, p. 2)

A TASK-BASED SPEAKING COURSE

With this, the author emphasizes that a language can be acquired part by part and at the end of this the addition of all the knowledge received by learners can be integrated into a communicative process.

On the other hand, the analytic syllabus is the contrary to the synthetic, due to the fact that the target for this type of syllabus is to focus on the language behavior for example explanations or petitions rather than in form; as it is states by Wilkins (1976) “analytic approaches... are organized in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes” (p. 13).

Now taking into account the approach chosen to our project let's mention the task-based syllabus: Procedural, Process, and Task-Based Language Teaching that according to Nunan (1989) are the representation of the communicative language teaching. Procedural syllabus is connected to Bangalore Project where Prabhu (1987) states that “grammar-construction by the learner is an unconscious process which is best facilitated by bringing about in the learner a preoccupation with meaning, saying or doing” (p.147). In other words, procedural syllabus is a task-based syllabus that focus-on-meaning activities. In this type of syllabus the language is not classified in structure and the cognitive process is carried out by the way of a task accomplishment, due to that fact, the procedural syllabus is built by task that have to be answered by the students by way of the use of the language form.

As it is known almost all the syllabus present advantages and disadvantages and this is not the exception. Some advantages the procedural syllabus present are: innovation because its target is not to show list of notions or structures; focus on meaning which is acquired by the learners through the task accomplishments; no pre-selection of linguistic items due to the fact that it is not structurally graded. On the other hand some of the disadvantages are: not to promote

A TASK-BASED SPEAKING COURSE

the group work: present an absence of content specification and criteria for grading and sequencing tasks, no to handle structural or semantic planning, as well as not to work with real life task.

Turning to Process Syllabus the second one in the task-based approach to course design Breen and Candlin (1980) focus on the learner and learning process and not in the language and its learning process; they also argue that this syllabus can have a plan for negotiation and teachers and learners can make different judgments of it. This syllabus take into account activities and task to be developed in group; and also pays attention to the teaching, learning and the interrelationship among subject, learning and possible contributions of a class.

Breen (1984) cites that the process syllabus points to the comprehensive language-learning question of "Who does what with whom, on what subject-matter, with what resources, when, how, and for what learning purpose(s)?" (p. 56), and he presents the following strengths for use of the process syllabus in language learning. As the first advantage he says that in a classroom is possible to find different types of syllabus one for the teacher, other for the learner and an extra one for the practical one they use every day; as it was mentioned before each participant can give a reinterpretation of the syllabus during the learning process; and make it flexible according to their needs. The second one is that this syllabus relates content matter and methodology. The classroom decision-making is also an important aspect that is appreciate as a communicative activity here the communicative competence, and shared decision-making are necessary for language-learning (adapted from Breen 1987a: 169).

Some of the weaknesses the process syllabus have according to White (1988) is the lack of formal evaluation and the assumption of the high level of competence in teachers and learners; also not relating the syllabus with the context which could be culturally rejected and not to focus

A TASK-BASED SPEAKING COURSE

in the result, but just in the process and procedure. Long & Crookes (1993) manifest other drawbacks for the process syllabus: as that the task are not based on the needs, there is not focus on language form.

Finally, the task-based syllabus is established in the choosing of task as the structure for its design, Long and Crookes (1992). It also include in its planning the context of the learners and their learning needs another important issue in this syllabus is that the task are developed on cycles (pre-task, during task, and post-task).

In reference to the adavantages this syllabus has been *based in theories of language learning*, and for this Crookes and Long (1993:37), have argued that task-based syllabi are based on second language learning research, second language classroom research, and principles of course design. A second benefit is the *focus on form and noticing* as it is claim by Long and Crookes (1992) focus on form permits the learners the use of practical language, and also the increment of the characteristics of the target language to promote noticing, and in this manner accelerate the process of input becoming intake.

Another strength is that it is the *learner-centred* as Van den Branden (2006) states that this type of task-based syllabus can offer the learners a sense of ‘freedom and responsibility’, and this will be a useful tool to awake student motivation. Additionally, the *liability of using authentic materials* will give the students an ‘optimal learning opportunities’ (Nunan 2004:49; Willis 1996a:147). Moreover, *the motivation immerse in the task build* and not to have a dominant teacher in front of the activities will give a sensation of success in the learners for this Willis (1996a:14) argues that success and satisfaction in using language to achieve task goals increases motivation, and this a solid factor in language learning success. Finally *the flexibility* of

A TASK-BASED SPEAKING COURSE

the syllabus that can be applied to a great number of teaching contexts, such as English for specific purposes, or teaching young learners.

Now in reference to the disadvantages of a task-based syllabus many researcher have manifested that it has troubles with its theoretical bases and with the focus on form and Syntax for this Swan (2005) claims that focus on forms is necessary, as skill-building and practice to mechanize knowledge, stating ‘one would not wish to travel on a plane whose pilot had been left to acquire the skill of landing naturalistically’ (p. 383). Due to the fact mentioned before, teacher must have difficulties when trying to control what is going to be taught as Willis (1996b) states that teachers may feel uncomfortable stepping away and allowing learners more control of their learning. The previous disadvantage mentioned lead us to the sequencing and assessment that it is also a problem for the teacher because it makes difficult to design the syllabus; and it is also difficult for the learners because they have to use their previous knowledge to fulfilled a task.

5.8.3 Task-based principles

The task-based approach is based in some principles that are used at the moment of introducing tasks and here the ones proposed by Nunan (2004), Ellis (2003) and Doughty and Long (2003) who define this methodological principles as steps that can expedite the acquisition of a language.

NUNAN’S PRINCIPLES

SCAFFOLDING	Learning is a process that should be constructed step by step and the scaffolding is one of the most important because of the fact that it helps the learners to get familiarized, and to guide them at the moment of acquiring a foreign language. It is decisive to implement this principle with the learners in the task based approach at the begging and not to exceed its use.
TASK	In this principle Nunan explains that it is essential to follow a sequence, a

A TASK-BASED SPEAKING COURSE

DEPENDENCY	cycle when talking about any task, due to the fact that at the beginning of this learners are receptors and spend more time listening and reading, this is called receptive-to-productive principle; and after this they become into producers and here they spend more time in speaking and writing this part of the cycle is called reproductive-to-creative-language principle.
RECYCLING	This principle is defined by Nunan (2004) as “Recycling language maximizes opportunities for learning and activates the “organic” learning principle” (p.36).
ACTIVE LEARNING	With this Nunan claims that the best way to acquire a new language is through its implementation. It is easier for the learners to remember and understand the use of structures, words, and syntax if they practice in their context what they are learning.
INTEGRATION	In the past, a way of acquiring a new language was by means of structures memorization, semantic meaning, and its function separately; but now everything is integrated, in other words, all the functions of the language have to work together the form, function, and meaning in order to get a real communication.
REPRODUCTI ON TO CREATION	As it was mentioned before this makes part of the cycle mentioned in the task dependency; here the learners can be guided through some models for the learners to implement them, and this way get to the reproduction of the language. As it was exposed by Nunan this principle is not only for intermediate or advanced learner it can also be used with the beginners.
REFLECTION	As the name of the principle say, reflection is a principle that is used to analyze the performance learners have during the learning process. This stage is good to examine if the strategies we are employing to learn are functioning or not and in the same way to determine what is the best manner we can get a language.

*Table 1 Nunan's Principles***ELLIS' PRINCIPLES**

ENSURE AN APPROPRIATE	At the moment of designing a task, the level of difficulty can be stipulated by the teacher in front of the course and this difficulty can be
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A TASK-BASED SPEAKING COURSE

LEVEL OF TASK DIFFICULTY	methodologically implemented by means of the incorporation of a pre task phase into the lesson.
ESTABLISH CLEAR GOALS FOR EACH TASK-BASED LESSON	A task-based lesson must have clear goals and these ones have to be focus on the development of different aspects of language use as fluency and accuracy.
DEVELOP AN APPROPRIATE ORIENTATION TO PERFORMING THE TASK IN THE STUDENTS	It is valuable that the learners know the reason of the task, and also to take into account that this is the vehicle for them to achieve the goal to develop not only their proficiency in a L2 language, but also to oversee their progress.
ENSURE THAT STUDENTS ADOPT AN ACTIVE ROLE IN TASK-BASED LESSONS	The main goal of the task-based teaching is to have an active class, and with this Ellis refers to the opportunities learners have in classes to do it. A good method to get this movement of participation is through the negotiation of meaning at the moment of the communicative problems appear.
ENCOURAGE STUDENTS TO TAKE RISKS,	In this principle motivation plays an important role, due to the fact that in this point. it is important that learners experiment with language, and for this exist different alternatives that support the use of learner's speech and 'pushed output' for them to build an adequate challenge of risk-taking for their oral production.
ENSURE THAT STUDENTS ARE PRIMARILY FOCUSED ON MEANING WHEN THEY	The variety of task-based lesson can help with the improvement of the students with the achievement of an outcome. The principal objective of a task must be the use of a language in a context for processing language communicatively.

A TASK-BASED SPEAKING COURSE

PERFORM A TASK	
PROVIDE OPPORTUNITIES FOR FOCUSING ON FORM	In this principle the pre-task, during-task and post-task phases of a lesson play an important role because they provide the opportunities to achieve a proposed goal.
REQUIRE STUDENTS TO EVALUATE THEIR PERFORMANCE AND PROGRESS	This principle proposes by Ellis is similar to the one Nunan (2004) stipulated in this principle where the reflection is very important because it is here where the learners analyze the knowledge they have acquire and how they make use of it.

*Table 2 Ellis' Principles***DOUGHTY AND LONG'S PRINCIPLES**

USE TASKS AS AN ORGANIZATIONAL PRINCIPLE	One of the objective of task-based learning and instruction is immerse the learners in diverse type of tasks with the purpose of promoting acquisition, that's why task choice, task difficulty and sequencing, subject to the complication of target language structures, task designs need to have transformed with the purpose of learners can apply it.
PROMOTE LEARNING BY DOING	Learning by doing is the main purpose of the task-based approach and for this Hadley (2001), states that learners should put in practice what they have learn as soon as possible making use of their context and different speech acts.
INPUT NEEDS TO BE RICH	This principle is reached through the use of authentic material as videos, radio, TV as it is claimed by Doughty and Long (2003) "realistic samples of discourse use surrounding native speaker and non-native speaker accomplishments of targeted tasks" (p. 61).
INPUT NEEDS TO	For the input to be meaningful and elaborated is crucial to have in

A TASK-BASED SPEAKING COURSE

BE MEANINGFUL, COMPREHENSIBLE, AND ELABORATED	mind the task choice, task difficulty and sequencing and to be comprehensible Hatch (1983) examined simplified input in terms of five general categories: 1. rate of speech, 2. vocabulary, 3. syntax, 4. discourse, and 5. speech setting.
PROMOTE COOPERATIVE AND COLLABORATIVE LEARNING	Cooperative and Collaborative Learning acts out as facilitator when learning a language as a result of this the work group is indispensable when developing task because of the fact that learners can support each other at the moment of producing a speech.
FOCUS ON FORM	This principle makes emphasis on the form-meaning connection and the teaching of grammar by means of context and communicative task
PROVIDE ERROR CORRECTIVE FEEDBACK	Although is not clear the role the feedback has in the learning process; it can help the learners to minimize their mistakes through the corrections and to keep improving their oral communication.
RECOGNIZE AND RESPECT AFFECTIVE FACTORS OF LEARNING	Gardner and McIntyre (1993) states that a learner who is motivated “wants to achieve a particular goal, devotes considerable effort to achieve this goal, and experiences in the activities associated with achieving this goal” (p. 2). On the contrary anxiety is another feeling must be taken into account due to the fact that it can also affect the learning making the students to feel stress, and nervousness.

*Table 3 Doughty and Long's Principles***5.8.4 Task-based Stages**

The following are the stages proposed by Ellis (2003), and Willis (1996) to be implemented during the development of a class using

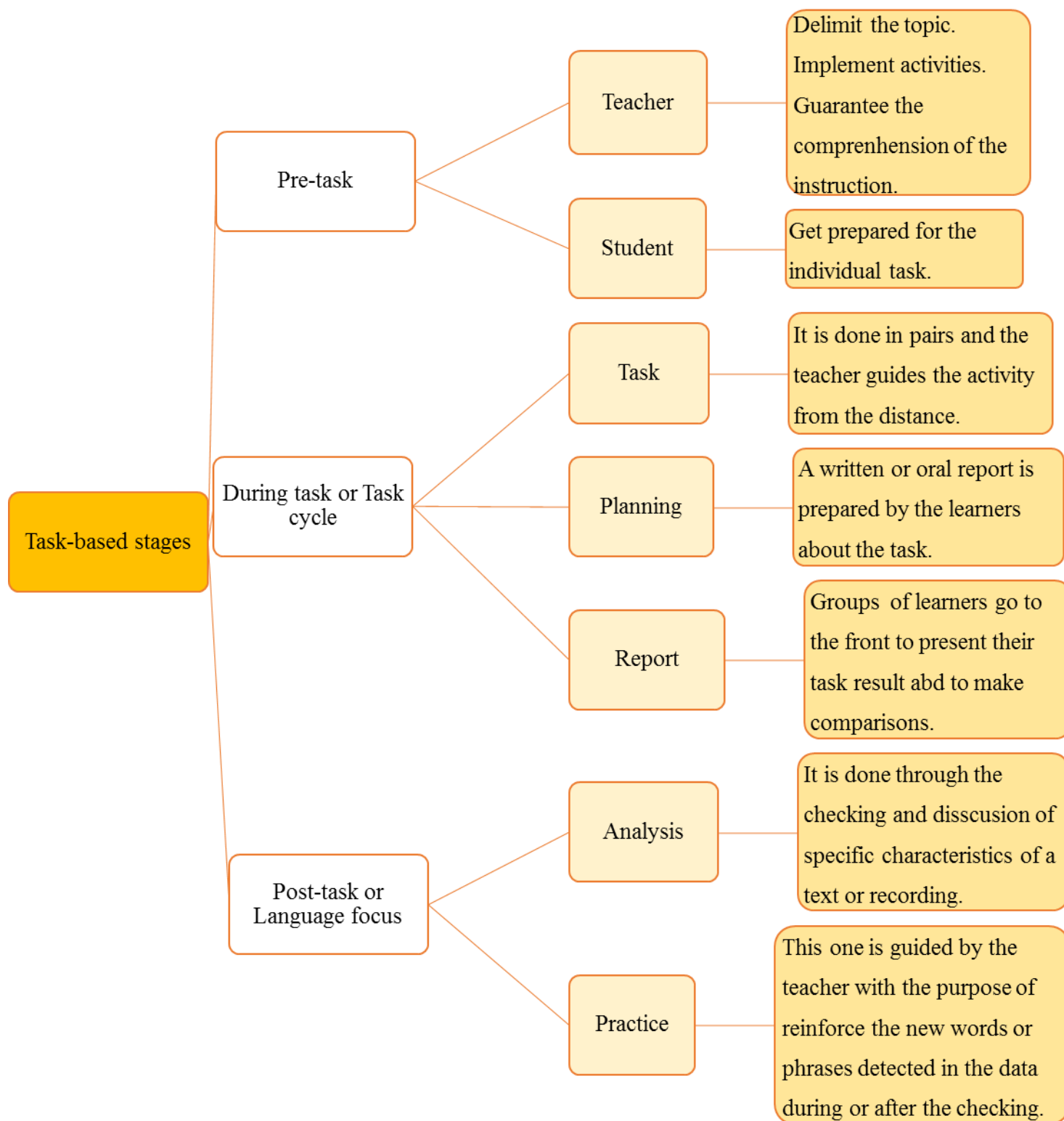


Figure 16 Task-Based Stages

A TASK-BASED SPEAKING COURSE

5.8.5 Task- based sequence to develop a unit

This is a sequence to present a class to the learners claim by Nunan (2004); which is composed of a schema building, controlled practice, authentic listening practice, focus on linguistic element, provide freer practice, and introduce pedagogical task; these steps will be explain on the following chart.

STEPS	DEFINITION
SCHEMA BUILDING	This step is used to introduce a new topic and its vocabulary through the use of a set of exercises; the vocabulary learned here will be employed to complete the task.
CONTROLLED PRACTICE	Controlled practice is utilized to model the target vocabulary, functions, and structures with the purpose of developing a communication.
AUTHENTIC LISTENING PRACTICE	Here the listening practice is fundamental due to the fact that it can confront the learners with an authentic language.
FOCUS ON LINGUISTIC ELEMENTS	Series of activities that are focus on structure, linguistic elements and the intonation for the questions types with the purpose of learners see the relation among linguistic and communicative meaning.
PROVIDE FREER PRACTICE	In this step learners begin working in pairs to produce what Swain (1995) called ‘pushed output’ here some the students feel pushed to produce an approximation of discourse.
INTRODUCE PEDAGOGICAL TASK	This last step shows the results learners can have. Sometimes this result can be negative or positive depending on the students’ development through the task sequence.

Table 4 Sequence to develop a unit

A TASK-BASED SPEAKING COURSE

5.8.6 Task-based approach and language learning and teaching

The task-based approach can be implemented for teaching a foreign language. According to Van den Branden (2006), at the moment of its application in the classroom, some functions as motivation, selection, organization, and observation have to be taken into account. In the first place the motivation is developed in the students by means of mental energy through the application of different activities all along the stages of the tasks-based. These exercises are conveniently organized by the way of the instruction and preparation of the students for the development of the task, additionally the guiding formation of groups and the supervision for the students to have the essential materials to fulfill the task, it is an indispensable function teacher has to carry out.

In like manner, the approval given to the students by the teachers during the practice of the distinct activities through the interaction; the selection, adaptation, and design of the task taking into account their needs, interests and language level of the students is another work the task-based language teaching implement to motivate the learners. As it has been explained along this approach the activities with an introduction of the topic, clear directions, and that at the same time help students to associate and remember vocabulary words or phrases that facilitate the completion of the task may be promote by the teacher during the use of the task-based approach in the classroom. Equally important to observe and monitor the development of the tasks and decide whether an intervention is necessary or not during or after the development of the task is a role the teacher has to play.

On the other hand, Richard and Rogers (2014), state that when a student is acquiring a new language using the task-based language learning in a foreign language classroom, also have to accomplish the following functions:

A TASK-BASED SPEAKING COURSE

Be open and willing to work in groups due to the fact that many tasks are done in pair or small groups; it is also important to pay attention not only to the message in the task work, but also to the way this come packed because the task is a mean that facilitates acquisition of the language. Therefore, the activities are designed for students to notice how the language is implemented in a communicative situation.

At the same time, as it is claimed by Richard and Rogers (2014), students have to face many tasks which have as a requirement the production of information or messages, in many cases without linguistic resources or previous experience. As a consequence, the skills of making guesses from linguistic and contextual clues, asking for an explanation, and consulting with others may need to be developed.

6. METHODOLOGY

6.1. Research design

This research aims to increase the oral production by means of the implementation of a course design that permits the students to overcome their flaws and difficulties. Due this fact, the intention of this project is to build up a task-based speaking course for ninth grade students at Institución Educativa Vista Hermosa de Soledad.

As a first step, it is valuable to define research and action research design. To begin, research helps us to increase the knowledge and to draw conclusions about reality phenomena and observed facts; helps us analyze the relationship established between the elements that make up a particular educational situation and often, make decisions about how to intervene in this circumstance to improve. According to Cohen and Manion (2007), research is a combination of both experience and reasoning and must be regarded as the most successful approach to the discovery of truth.

Likewise, Hopkins (1993) describes action research “unofficial, qualitative, personal, interpretative, experiential and reflective model of investigation in which all the persons involved in the research are contributing and knowing participants”. He states action research is a procedure designed to strengthen all members in the educational process (instructors, students, and others).

For this project, the action research is adequate, because it takes into account all the participants, and let educators have new chances to evaluate, analyze their teaching practices, experiment new methods, and improve their performance in the English classes.

A TASK-BASED SPEAKING COURSE

6.2 Type of study

The type of study selected for this project is the qualitative research, which “tends to use the exploratory scientific method to develop understanding about particular themes, places, and groups. Qualitative research is discovery, oriented, and conducted in natural setting”. (Johnson and Christensen, 2008, p.8). Having in mind this concept, this research provide information about the participants, their weaknesses and strengths, and their context.

6.3 Participants

The participants elected for the development of this project were 35 students from ninth grade at Institucion Educativa Vista Hermosa de Soledad. Their ages is between 14-16 years old, they come from low socioeconomic strata (1 and 2), and these learners are classified in a low level, which has been ratified in the test applied during their school life.

6.4 Data collection

For the implementation of this project it was necessary the application of different instruments as: interview, survey, and questionnaire. The purpose of collecting data is to analyze the information obtained and to identify the necessities the students have in the foreign language learning process.

6.4.1 Interview

The interview is a flexible tool for data collection, defined as: “the elicitation of data by one person from another through person-to person encounters” (Nunan, 1992, p. 2031). Likewise, Merriam (2009) defined interview as “a process in which a researcher and participant engage in a conversation focused on questions related to a research study” (p.87). Finally,

A TASK-BASED SPEAKING COURSE

Griffe, 2012 states that this research tool is designed with an intention and form creating meaningful data which need to be collected, analyzed and validated.

6.4.2 Survey

“Surveys are among the most popular methods used by the information systems research community” (Newsted, 1998, p. 553). This tool was easy to handle, and it allowed to score the information with the objective of analyzing it; besides it confirms the findings of the qualitative research provided.

6.4.3 Questionnaires

Another instrument implemented in the development of this research is questionnaire, which is defined as: “a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze” (Wilson and McLean, 1994, p. 317).

Using this type of data collection tool has advantages as: the results are obtained quickly because it has great ability to standardize data, allowing its processing and statistical analysis, it provides information on almost any type of population and also it has low cost. Finally, to collect the data in our work, we used multiple choice questions in a closed questionnaire, due to the fact that the results are uniform and easier to quantify.

A TASK-BASED SPEAKING COURSE

7. COURSE DESIGN

7.1 Approaches to course design

At the moment of planning a course almost all the decisions are taken by the teachers based on their instincts and wise; except for the principles and approaches sometimes established by the institution. It is relevant to take into account the principles and approaches made out by the schools due to the fact that they can help to take logical arrangement related to when and how to evaluate, which activities and methodology works better bearing in mind the kind of students where this will be applied. In the course to be designed for 9th grade at Institucion Educativa Vista Hermosa de Soledad, theoretical decisions were taken in relation to the approach to education, to language and language learning.

Likewise, as a teacher researcher and as a course designer, it is essential to analyze the constraints learners may have, their learning and target needs, as well as the context in which they live. Another things to have in mind are the principles set by the school and the type of students they have in mind to project to the society. Afterwards the implementation of instruments as questionnaire, and interview; and the examination of the results; important arrangements have to be taken concerning to the approaches that appear relevance to the target framework, in addition to other important features such as the goals, the objectives and the teaching points which adjust this proposal.

It is reasonable to assume that all the approaches have advantages and disadvantages, but the main point here it is to take into consideration just the positive components they suggest to the approach to education, to language learning, and to learning with the purpose of developing the oral skills in classes. On account of the general goals of education appointed by the government, and bearing in mind the requirements of the development of autonomous

A TASK-BASED SPEAKING COURSE

individuals; firstly, this course design make use of the hermeneutic in the approach to education; as a result of its proposal of autonomy, students can take an active role in the society and create their own knowledge according to their real world, and at the same time show respect for other's ideas; for this Cohen et al, (2002) state that:

Hermeneutics focuses on interaction and language; it seeks to understand situations through the eyes of the participants, echoing the Verstehen approaches of Weber and premised on the view that reality is socially constructed. [...]
Hermeneutics involves the recapturing of the meanings of interacting [with] others, recovering, and reconstructing the intentions of the other actors in a situation (p. 29).

This choice is based on the fact that it is decisive for the students to have an oral critical and independent opinion about different topics related to their interests. Rorty (1989) states that the principal objective of the hermeneutic approach is to explore and awake on the students the capacity or being self-creators and to inspire the acquisition of knowledge in the learners.

Secondly, in the approach to learning this course will make use of the socio-cultural approach; in this, the socio-cultural interaction, the co-construction of knowledge, and the pair and group work play an important role due to the fact that according to Halliday and Hassan (1989) "knowledge is transmitted in social contexts, through relationships, like those of parent and child, or teacher and pupil, that are defined in the value system and ideology of the culture" (p.5). One important aspect of this approach is that making part of the class the everyday context of the students can guide them to have a spontaneous interaction between student-teacher and student-student; this was called by Vygotsky (1986) "the experience leading to concept formation" (p. 20). Furthermore, with that interaction the co-construction of knowledge will be

A TASK-BASED SPEAKING COURSE

given because of the continuous exchange of knowledge among the learners; likewise the pair and group work will stimulate their participation.

Thirdly, in the approach to language learning the functional approach is the one chosen with the purpose of obtaining not only a communicative competence, but also an interaction in real context situation as defined by Savignon (1983), who also argues that the communicative competence is a dynamic interaction where the formal aspects of language, should be adapted to the particular input students receive in order to make it more comprehensible for them.

7.2 Goals and Objectives

Afterwards the implementation and the examination of instruments of data collection as questionnaire, and interviews, it is relevant to present the decisions related to goals and objectives. The goals are derived in term of target, learning, and humanistic goals; which are considered a valuable part of this project due to the fact that it forms the plan for the design of the entire course. The information is presented in the following table:

GOALS	OBJECTIVES STUDENTS SHOULD BE ABLE TO
TARGET:	
DEVELOPMENT OF SPEAKING SKILLS	Express their ideas coherently in short conversations using their local context.
LEARNING:	
DEVELOPMENT OF STRATEGIES TO COMMUNICATE ORALLY.	Use different speaking strategies such as clarification, repetition, appealing, and nonverbal expression.

A TASK-BASED SPEAKING COURSE

HUMAN: ENCOURAGEMENT OF RESPECT FOR OTHER PEOPLE’S IDEAS.	Treat others with respect.
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*Table 5 Goals and Objectives***7.3 Teaching Points**

The following are the teaching points derived from the goals and the general objective.

1. The vocabulary related to ninth grade students’ local cultural context.
2. The use of the present and past tenses
3. The different ways to report oral texts (Interviews, conversations, etc.) to express opinion.
4. The use of speaking strategies (dialogues, role-play, questions and answers) to Ask and provide information about any topic.
5. The relevant oral tasks that allow social interaction.
6. The importance of respecting different opinions.
7. The opportunity to cooperate to learn together

7.4 Syllabus Focus

As a result of the analysis done to the approaches to education, language, and learning and have come to agreement about which approach implement in this course, it is clear to select the suitable syllabus focus of the course design. With this in mind, and appointing to the main

A TASK-BASED SPEAKING COURSE

goal of this project, it was important to analyze advantages and disadvantages each approach has; as well as the distinct characteristics each syllabus may present with the purpose of selecting the best option for this course. All things considered, we have opted to select the Task-Based Approach as a mechanism to improve the speaking skill.

The objective of the task-based approach (TBA) points to give learners situations related to their context in order to construct their discourse step by step to get a final product; as it is states by Ellis (2003) when expresses that tasks should product a type of language use that looks like the one that is employed in the outside world. Due to this fact, this approach is the one that better matches to boost the speaking skill in the students of ninth grade of the Institución Educativa Vista Hermosa de Soledad. Furthermore, the TBA is aimed at the target students' needs considering that the task implemented in this approach centers its attention on the realization of oral activities taking into account their context, needs, and English level.

Apart from this, another reason for the implementation of the task-based approach in this project is the result obtained from a questionnaire. In it, the learners exposed their desire to improve their speaking skill through different tasks using topics related to their cultural context. With this in mind, the students will have the opportunity to develop the task by way of the use of habitual situations. Additionally, since the students are evaluated with an institutional exam named Pruebas Especiales de Competencia en las Areas Basicas (PECAB) and other evaluations as quizzes, oral presentations, and in this case oral reports, the teacher have the opportunity to assess the students by using the TBA as a complement.

On the other hand, another advantage the TBA has is that it is learner-centred as it is expresses by Van den Branden (2006) who affirms that this type of task-based syllabus offers the students a sense of 'freedom and responsibility'. Besides, this can be considered as a useful tool

A TASK-BASED SPEAKING COURSE

to awake student motivation. On the top of that, the activities designed using TBA can be developed in group with the purpose of raising the students' self-esteem, and in this way awake their critical thinking, increment of their vocabulary to generate opinions and an active oral participation in the different task.

Above all, it seems pertinent to remember that the TBA gives the students the opportunity to develop activities that can help with the respect. This is implemented at the moment of taking turns; not only for sharing their ideas in front of their peers, but also while listening other's opinions. This interchange of opinions is a way to improve their speaking skill.

7.5 Syllabus sequence and structure

Having in mind what it was mentioned before, it is substantial to define the syllabus sequence and structure to be used. The syllabus sequence is going to show the order in which the content should be taught with the purpose of obtaining the best learning; taking into account the importance and topic development among others options this offers. Apart from this, the approach selected for this project, the task-based allows the buildup of activities or task to get to the main goal which is the improvement of the speaking.

Furthermore, TBA keeps an ongoing process which permits the students to analyze their knowledge and at the same time to reinforce it in each step of the activity; which can perfectly be matched with the stages of this approach. These stages (pre-task, during task, and post-task) will help the students and teachers. Firstly, they will get to an agreement about delimitation of topics. Secondly, they can decide about how to work: individually, pair work, or group work for the preparation of the activity and the report of it. And thirdly, they can analyze the specific characteristics of a discussion and the practice to reinforce it.

A TASK-BASED SPEAKING COURSE

Consecutively, the syllabus structure chosen for our project is the matrix a model proposed by Moss (forthcoming); this one is considered as the most appropriate due to the fact that it is accessible at the moment of promoting the topics and it can be utilized to strength the most relevant features to be taught. Furthermore, the scheme implemented by this syllabus allows that the tables can be presented from side to side.

7.6 Specific Objectives

The following specific objectives derives from the teaching points and they are presented taking into account three aspects: Speaking competence, speaking strategies and content.

For unit 1, students should be able to

Speaking Competence:

- Ask and give ideas and opinions about the most popular carnival dances.
- Share information about their preferences concerning to the carnival aspects and activities.
- Express likes and dislikes about the aspects and activities of the carnival.

Speaking Strategies:

- Clarification
- Repetition
- Appealing

Content:

- Identify the different parades in the Barranquilla Carnival.
- Recognize the most popular dances and costumes of the Barranquilla carnival.

A TASK-BASED SPEAKING COURSE

- Name some of the traditional costumes of the Barranquilla carnival.

For unit 2, students should be able to

Speaking Competence:

- Identify and employ vocabulary related to the Caribbean coast food.
- Make oral presentations about how to prepare some popular dishes from the Caribbean coast food. Change the competence.
- Express opinion and preferences about the Caribbean coast food.

: Speaking Strategies:

- Clarification
- Repetition
- Appealing

Content:

- Recognize the most representative dishes of the Caribbean coast food.
- Identify some exotic dishes in the Caribbean coast.
- Describe stages of the preparation of their favorite dish.

For unit 3, students should be able to

Speaking Competence:

- Identify and employ vocabulary related to music.
- Express opinion and preferences about kind of music and singers.
- Discuss about the different types of music

Speaking Strategy:

A TASK-BASED SPEAKING COURSE

- Share in an oral discourse specific information found through readings, and other means like internet, or newspaper.
- Inquire through an oral interview with classmates on their knowledge about the singer and the music of the Caribbean Region.
- Exchange opinion in a debate, comparing old music with current music of the Caribbean Region.

Content:

- Identify the different type of music of Caribbean coast.
- Recognize the most popular music and singer of Caribbean coast.
- Review the vocabulary related to music of Caribbean coast.

For unit 4, students should be able to

Speaking Competence:

- Identify and employ vocabulary related to vacation.
- Talk about some places establishing similarities and differences among them.
- Make a round table and talk about touristic cities and making use of past events.

Speaking Strategy:

- Exchange experiences through an informal conversation with peers about their last vacation.
- Prepare and perform a role play to represent a past event.
- Make an oral presentation supported by a poster previously prepared.

Content:

- Identify the main touristic places of the Caribbean coast.

A TASK-BASED SPEAKING COURSE

- Recognize some historical places and events.
- Describe a favorite place to go on vacation.

7.7 Course Methodology

The course methodology will depend on the different tasks and activities employed for the improvement of the speaking skill. Activities proposed by Richards (2001), and Pattison (1987) will be taken into account during the application of this course.

7.7.1 Dialogues and Role-play

With the implementation of this activity students can adopt the role of any improvised person; this allows the interaction between them and the collaborative work. It also helps them to feel confidence at the moment of practicing their speaking skill.

7.7.2 Matching activities

This activity encourages the learners to look for in their previous knowledge, in order to fulfill the activity. In addition it helps them to increase their vocabulary and to integrate it to their daily speaking class through the development of activities related to the use of the vocabulary that are planned to encourage the communication.

7.7.3 Questions and Answers

It is implemented with the purpose of breaking the ice and in this way to have an interaction between students that consist on getting information through the implementation of questions.

A TASK-BASED SPEAKING COURSE

7.7.4 Opinion Exchange

This task has as objective that learners express their opinions about a specific situation. This activity will make the students put in practice different aspects that are implemented in the class as the respect for taking turns and the approval of the different opinions their partners could have.

7.7.5 Information Gap

The importance of this activity in our project consists on the information is divided in different parts and each learner or group has one of them. Students have to share information and to negotiate with others to complete the activity.

7.7.6 Jigsaw Tasks

Here the learners will have the opportunity of organizing information presented in parts to get a logical text. The collaborative work plays an important role in this kind of activity and it is also considered an excellent strategy to motivate the learners to practice their speaking skill.

7.8 Teacher and Learner roles

7.8.1 Teacher's Role

The word role is defined by Nunan (1986) as “the part that learners and teachers are expected to play in the learning tasks as well as the social and interpersonal relationships between the participants” (p.79). Due to this fact, in a course design, the role of the teacher plays an essential function that depends on the methodology and syllabus focus picked. As a result of the fact that TBA is the chosen to be implemented in this course, the teacher is going to be a scaffolder and provider of feedback since the very beginner to the end of the activities. During

A TASK-BASED SPEAKING COURSE

the pre-task stage, he is going to be very active and will be in charge of planning and picking up among choices the task according to the students' needs with the purpose of making easier their learning process.

Likewise, the teacher during the task stage will be a guider, who is in charge of helping the students to expand their oral abilities by way of the communication and interaction. During this stage he will be monitoring the actions followed to achieve the result proposed for the task with the use of the pair or work group for the students to develop their oral production.

Furthermore, the teacher will be a creator and motivator because he is going to design the class taking into account the most suitable task and activities with the purpose of increasing students' interest and participation that aim to the target goal.

Finally, during the post-task stage the teacher will play the role of reviewer where he is going to help the students to identify their error and take advantage of them through the implementation of feedbacks done during all the process. Furthermore, he will encourage them to repeat the task with the purpose of improving it.

7.8.2 Learners' Role

Considering that the teacher is a scaffolder, provider, guider, creator, motivator, and reviewer which is essential to develop the classes with the task based; the students should play an active and dynamic role during each stage of the class. The TBA concedes the learners the possibility to cooperate with their classmates at any of the task stipulated by the educator.

The communication also plays an important function due to the fact that, here the students will put in practice their own language to achieve non-linguistic task goals. This approach suggest the students to employ the language as a conversational implement to achieve a

A TASK-BASED SPEAKING COURSE

social interaction, making use of the context with the purpose they not to feel obliged to the implementation of fixed structures and in this way feel free when doing it and when receiving feedback with some corrections of mistakes.

7.9 Evaluation

Evaluation is an essential process in the design of a course in which all aspects of the course are estimated to identify its strengths and weaknesses. In order to make adjustments and improve it. Assessment and feedback can be done from the beginning to the end of the year through a variety of instruments such as observations, student interviews, questionnaires, and checklists (Fink, 2003).

We highlight below important aspects to consider in the evaluation of a course design. Verifying the effectiveness of the course, this means analyzing if the objectives have been reached (Tyler, 1950); the value of the course or to see how good it is (Scriven, 1967); and the quality and transcendence of the course, namely, the results can be obtained in the short, medium or long-term (Eisner, 1972). The evaluation should include all aspects of the course: students, materials, context, materials and results.

The evaluation of this course will be both summative and formative. It will be summative respecting the school's evaluation system. Summative assessments are taken periodically to determine at a particular moment what students do not know and do not know, and it will be formative because it will be done throughout the process, as part of the instructional process, and it will provide the necessary information to adjust teaching and learning at the moment they happen (Garrison and Ehringhaus, 2007).

For this purpose, we have developed a checklist, which provides some questions to evaluate the course designed for the “Institución Educativa Vista Hermosa de Soledad” that

A TASK-BASED SPEAKING COURSE

measures student perceptions and opinions about the activities, methodology, materials and content of the course design. The checklist is going to be applied during the implementation of the course, at the end of each lesson. We have also developed an observation format that will be filled by a teacher-observer, where he will evaluate the main aspect of each stage of the class. The observer will fill the observation format during each class. These tools allow showing the results of the evaluation in a clear and easy way to read, analyze and ensure a greater quality and consistency of data.

7.10 The Syllabus

The Improvement of Speaking Through Strategies in 9th Grade Students at Institución Educativa Vista Hermosa de Soledad

Speaking about culture through the use of oral strategies			Number of units: 4
Goals	Target Goal	Learning Goal	Human Goal
	Students should be able to express their ideas coherently in short conversations using their local context.	Students should be able to use different speaking strategies	Encouragement of respect for other people's ideas.
General Theme of the Course: Cultural context			
Unit 1: The Barranquilla Carnival			

A TASK-BASED SPEAKING COURSE

Objectives: Students should be able to

Speaking Competence:

- Ask and give ideas and opinions about the most popular carnival dances.
- Share information about their preferences concerning to the carnival aspects and activities.
- Express likes and dislikes about the aspects and activities of the carnival.

Speaking Strategies:

- Clarification
- Repetition
- Appealing

Content:

- Identify the different parades in the Barranquilla Carnival.
- Recognize the most popular dances and costumes of the Barranquilla carnival.
- Name some of the traditional costumes of Barranquilla's carnival.

Topic	Task	Strategies	Evaluation	Standards
The best of the Carnival	Let's find out what we like the most in Carnival.	Presenting a Power point presentation for introducing the topic and present the vocabulary and expressions	Ongoing process	Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto.

A TASK-BASED SPEAKING COURSE

		<p>Use a conversation written model to show the structure of questions.</p> <p>Filling out a form to report the similarities and differences in the preferences of their peers</p> <p>The students communicate in the target language and negotiate meaning in order to develop the task.</p>		<p>Me arriesgo a participar en una conversación con mis compañeros y mi profesor.</p>
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Topic	Task	Strategies	Evaluation	Standards
Parades	Let's participate in a Carnival Parade.	Presenting a pictures for introduce the topic and generate a	Ongoing process	Participo en una conversación cuando mi interlocutor me

A TASK-BASED SPEAKING COURSE

		<p>brainstorming about it.</p> <p>Using a text model to Identify and analyze the characteristics of a conversation.</p> <p>Watching a video to identify vocabulary and some expression about the parades of the Barranquilla carnival.</p> <p>The students communicate in the target language and negotiate meaning in order to develop the task.</p>	Self-evaluation	<p>da el tiempo para pensar en mis respuestas.</p> <p>Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido.</p>
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A TASK-BASED SPEAKING COURSE

Topic	Task	Strategies	Evaluation	Standards
The “Picó” Culture	Let’s go to the verbena	<p>The use of the student’s local context as a topic to facilitate the oral contributions of students.</p> <p>Presenting an audio, which is a picó (Sound Machine) music to introduce the topic, and</p> <p>Identify Students prior knowledge.</p> <p>A guessing game to recognize and practice the vocabulary.</p> <p>A brainstorming on the board in order to</p>	Ongoing process	<p>Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto.</p> <p>Me arriesgo a participar en una conversación con mis compañeros y mi profesor.</p>

A TASK-BASED SPEAKING COURSE

		<p>practice the words and expressions that students will use in the task.</p> <p>Presenting a PowerPoint presentation for expanding the vocabulary.</p> <p>Use a conversation written model to explain in context, the useful phrases to express ability, possibility, and permission.</p> <p>Oral report about the answers that their peers gave in a previous interview.</p> <p>The students communicate in the target</p>		
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A TASK-BASED SPEAKING COURSE

		language and negotiate meaning in order to develop the task.		
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Topic	Task	Strategies	Evaluation	Standards
Traditional Costumes	Let's interview to a Marimonda.	<p>Present a model of an interview to analyze the structures of Wh-questions and Yes/no questions.</p> <p>Make interviews</p> <p>Plan, perform, record and edit a video interview.</p> <p>Using an evaluation sheet.</p> <p>The students communicate in</p>	<p>Ongoing process</p> <p>Peer evaluation</p>	<p>Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto.</p> <p>Interactuó con mis compañeros y profesor para tomar decisiones sobre temas específicos que conozco.</p>

A TASK-BASED SPEAKING COURSE

		the target language and negotiate meaning in order to develop the task.		
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[illegible]

A TASK-BASED SPEAKING COURSE

		The students communicate in the target language and negotiate meaning in order to develop the task.		
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7.11 Lesson Plan

<p>Name of the teacher: Cervantes Jairo /Gomez Katya</p> <p>Class / grade: 9th</p> <p>Number of students: 35</p> <p>Average ages of students: 14-16</p> <p>Level of students: A1</p> <p>Unit 1: The Barranquilla Carnival</p> <p>Topic: Parades</p> <p>Allotted time for the development of the lesson: 3 hours</p>
<p>Specific objectives for this class: By the end of lesson</p> <ul style="list-style-type: none"> • Students will be able to recognize vocabulary and some expressions related to parades. • Students will be able to ask and answer questions about their favorite parades by means of a survey.

A TASK-BASED SPEAKING COURSE

<ul style="list-style-type: none"> Students will be able to perform a role play about parades of the Barranquilla carnival.
Assumed Knowledge: Simple present (affirmative, negative and interrogative form), I like – I don't like
Linguistic knowledge that will be developed in this class: Preferences
Materials that will be used in this lesson: video, posters, format, conversation model

Task Stage:	Objective	teacher's procedure and Activities students will perform)	Resources	Allotted time and Type of interaction
Pre-task	Identify Students prior knowledge.	The teacher will present a picture of a parade in the Barranquilla's carnival and will ask students to say some words and expressions related to the picture	Board Marker Poster	20 minutes
	Recognize vocabulary and some expressions related to carnival.	this game is named Imagine more words. While the students say the words and expressions, the teacher will write the	Video	15 minutes

A TASK-BASED SPEAKING COURSE

		brainstorming.		
	Identify and employ vocabulary related to the Barranquilla Carnival.	<p>The teacher will show a short video about parades, which contains vocabulary related to parades in the Barranquilla's carnival. The students will write words mentioned in the video different from the ones employed in the brainstorm and some of them will go to the board to write them, after these the pronunciation will be practice.</p>	model of a conversation	20 minutes
				15 minutes
	Identify and analyze the characteristics of a conversation in a model text.	<p>The teacher will show a model of a conversation for the students to observe the different ways of asking for preferences. Then with the guide of the teacher the students practice the pronunciation of the presented vocabulary</p>		15 minutes

A TASK-BASED SPEAKING COURSE

		<p>Students with the teacher's guide will create a dialogue using the key expressions of the model dialogue.</p> <p>The teacher will explain the task, and will resolve the doubts that students have about it</p>		
Task	<p>Ask and give ideas and opinions about the most popular carnival parades</p> <p>Perform a role play about their favorite parades of the Barranquilla carnival.</p>	<p>Taking into account the previous tasks.</p> <p>The students will create a dialogue talking about their parades' preferences. While the groups are performing the task, the teacher moves around the classroom listening and writing the mistakes that students make.</p>		40 minutes
		The students will walk around the classroom		

A TASK-BASED SPEAKING COURSE

Post-task	Make an oral report about the partners' preferences	<p>asking their partners about their preferences in carnival parades. For this, students will have to complete a format. At the end of this activity the students will give an oral report of it in front of the class.</p> <p>The teacher will socialize the mistakes that he listed during the task, writing them on the board and inviting some students to correct them.</p>	A format	25 minutes
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Lesson Plan

<p>Name of the teacher: Gomez Katya</p> <p>Class / grade: 9th</p> <p>Number of students: 35</p> <p>Average ages of students: 14-16</p> <p>Level of students: A1</p> <p>Unit 1: The Barranquilla Carnival</p>

A TASK-BASED SPEAKING COURSE

<p>Topic: “The Picó” Culture</p> <p>Allotted time for the development of the lesson: 3 hours</p>
<p>Specific objectives for this class: By the end of lesson</p> <ul style="list-style-type: none"> • Students will be able to put in practice their previous knowledge by means of their opinions. • Students will be able to talk about the activities they usually do in a verbená. • Students will be able to share information about their preferences and abilities concerning to “Picó” Culture.
<p>Assumed Knowledge: simple present (affirmative, negative and interrogative form), likes, dislikes, and preferences</p>
<p>Linguistic knowledge that will be developed in this class: can, can’t</p>
<p>Materials that will be used in this lesson: Audio track, Signs, PowerPoint presentation (slide), Interview model,</p>

Task Stage:	Objective	teacher’s procedure and Activities students will perform)	Resources	Allotted time and Type of interaction
	Introduce the topic and Identify Students prior knowledge.	First, the teacher will introduce the topic Presenting an audio, which is a picó (Sound Machine) music and	Audio track	10 minutes

A TASK-BASED SPEAKING COURSE

Pre-task		asking the students what they think will be the topic of the class.		15 minutes
	Recognize and practice the vocabulary pronunciation related to “picó” culture.	Second, students will be organized into groups. One member of each group will go ahead and choose a paper with a word which he/she will have to draw a picture for his/her teammates guess its meaning. There will be another round in which the words will be guessed through mimicry.	Signs	15 minutes
	Expand vocabulary	After that, the teacher encourages students to talk about “picó culture” by making some questions related to it.	PowerPoint presentation (slide)	20 minutes
		The teacher will write a brainstorming on the board with the words and expressions given		15 minutes

A TASK-BASED SPEAKING COURSE

	Contextualize can	<p>by students.</p> <p>Then, With the teacher's help, students will practice the pronunciation of the words of brainstorming. This vocabulary will be the basis to develop the task.</p> <p>It will be provided a model of a written conversation where two people talk about Some activities people can do in a park. The teacher will explain the useful phrases contained in the dialogue to express ability, possibility and permission.</p> <p>Students with the teacher's guide will create a dialogue using the key expressions of the model dialogue.</p>		15 minutes
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A TASK-BASED SPEAKING COURSE

		The teacher will explain the task.		
Task	Express possibility, permission, abilities and preferences about the “pickup” culture.(Communicative function)	<p>The students will interact, asking and answering each other about their preferences and abilities, permission and possibility Concerning to the pickup culture.</p> <p>Students will conduct an interview with several classmates about their preferences, abilities possibility and permission on pickup culture (with the guidance of an interview model provided by the teacher)</p>	Interview model	<p>15 minutes</p> <p>15 minutes</p>
Post-task	Share information about their preferences, possibility, permission and abilities concerning to the “pickup culture”	Some students will go in front of the class and will speak about the answers that their peers gave in the interview.		15 minutes

A TASK-BASED SPEAKING COURSE

Lesson Plan

<p>Name of the teacher: Cervantes Jairo /Gomez Katya</p> <p>Class / grade: 9th</p> <p>Number of students: 35</p> <p>Average ages of students: 14-16</p> <p>Level of students: A1</p> <p>Unit 1: The Barranquilla Carnival</p> <p>Topic: Traditional Costumes</p> <p>Allotted time for the development of the lesson: 3 hours</p>
<p>Specific objectives for this class: By the end of lesson</p> <ul style="list-style-type: none"> • Students will be able to recognize the structure of questions. • Students will be able to recognize the most popular costumes of the Barranquilla carnival. • Students will be able to work collaboratively to plan, perform, record and edit a video interview about the most popular dances in the Barranquilla Carnival.
<p>Assumed Knowledge: Simple present (Interrogative form) I like, I don't like, preferences, can, and, Editing videos with Movie Maker.</p>
<p>Linguistic knowledge that will be developed in this class: Adjectives, descriptions</p>
<p>Materials that will be used in this lesson: Digital Cameras, cell phones,</p>

A TASK-BASED SPEAKING COURSE

computers Movie Marker, program, Costumes, videos, projector and evaluation sheet.

Task Stage:	Objective	teacher's procedure and Activities students will perform)	Resources	Allotted time and Type of interaction
Pre-task	<p>Introduce the topic and present a model of the final product of a task (video)</p> <p>Recognize structure of questions</p>	<p>The teacher will introduce the topic and gives an explanation how to perform the task, then he will present a model of the final product of a task (video)</p> <p>Through that model, and with the guidance of the teacher the students will analyze the structures of the Wh-questions and Yes/no questions.</p>	video	20 minutes
Task	Recognize the most popular costumes of the Barranquilla carnival.	The class will be organized in working groups. Each group will plan, perform, record and edit a video interview. One member of each group	<p>Cameras</p> <p>Cell phones</p>	

A TASK-BASED SPEAKING COURSE

	<p>Work collaboratively to plan, perform, record and edit a video interview about the most popular dances in the Barranquilla Carnival.</p>	<p>must personify an interviewer that will interview another member of the group who will represent a carnival maker who will be characterized with a traditional costume chosen by his group. All members of each group will participate in the realization of the script. The questions will be related to the popular costume chosen and researched by the group.</p> <p>The students will be able to use digital cameras or mobiles for recording.</p> <p>Using the movie maker program, all members of each group will participate in the editing of the video adding titles, comments, and credit lists. The groups will use the computers in</p>	<p>Computers</p> <p>Movie Maker Program</p> <p>Costumes</p>	100 minutes
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A TASK-BASED SPEAKING COURSE

		the computer lab to edit their videos.		
Post-task	Reflect on their performance developing metacognitive strategies. Self-evaluation	The students will be asked to present a report on how they did the video and its editing. The videos will be presented to the class and analyzed by the other groups using an evaluation sheet.	Computer Projector Videos Evaluation sheet	30 minutes

Lesson Plan

<p>Name of the teacher: Cervantes Jairo /Gomez Katya</p> <p>Class / grade: 9th</p> <p>Number of students: 35</p> <p>Average ages of students: 14-16</p> <p>Level of students: A1</p> <p>Unit 1: The Barranquilla Carnival</p> <p>Topic: Popular Dances</p> <p>Allotted time for the development of the lesson: 3 hours</p>
<p>Specific objectives for this class: By the end of lesson</p> <ul style="list-style-type: none"> Students will be able to recognize vocabulary and some expressions related to the most popular dances in the Barranquilla Carnival.

A TASK-BASED SPEAKING COURSE

<ul style="list-style-type: none"> Students will be able to work collaboratively to identify the most popular dances of the Barranquilla carnival. Students will be able to reflect on their performance developing metacognitive strategies.
Assumed Knowledge: Simple present, preferences can and adjectives
Linguistic knowledge that will be developed in this class: Adverbs of frequency
Materials that will be used in this lesson: Copies and Worksheets

Task Stage:	Objective	teacher's procedure and Activities students will perform)	Resources	Allotted time and Type of interaction
Pre-task	Recognize vocabulary and some expressions related to popular dances of the Barranquilla carnival	<p>The teacher writes on the board some words and expressions related to the popular dances in the Barranquilla Carnival and other words and expressions that are not related to the vocabulary, and ask students which do not fit and why.</p> <p>Teacher will give an explanation how to perform the task.</p>	Board	30 minutes

A TASK-BASED SPEAKING COURSE

Task	<p>Work collaboratively to construct meaning from written and oral about the most popular dances of the Barranquilla carnival.</p>	<p>The teacher will present different short readings on the popular dances of the Carnival of Barranquilla, and classroom will be divided into groups according to the number of dances. Each group member will choose one of the readings proposed by the teacher and will be part of a group of experts with students who made the same choice. Each expert group will read and discuss the main aspects of their dance. The students communicate in the target language and negotiate meaning in order to develop the task. Each expert returns to his/her home group and will socialize the main aspects of his/her</p>	<p>Copies</p>	<p>60 minutes</p>
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A TASK-BASED SPEAKING COURSE

		reading.		
Post-task	Reflect on their performance developing metacognitive strategies.	<p>The students individually fill a worksheet about the different dances.</p> <p>Each group prepares and presents an oral report which they will evaluate their own performance of the task and how they might improve it.</p>	worksheet	<p>20 minutes</p> <p>40 minutes</p>

Unit 2: Caribbean coast Foods

Objectives: Students should be able to

Speaking Competence:

- Identify and employ vocabulary related to the Caribbean coast food.
- Make oral presentations about how to prepare some popular dishes from the Caribbean coast food. Change the competence
- Express opinion and preferences about the Caribbean coast food.

Speaking Strategies:

A TASK-BASED SPEAKING COURSE

➤ Clarification

➤ Repetition

➤ Appealing

Content:

➤ Recognize the most representative dishes of the Caribbean coast food.

➤ Identify some exotic dishes in the Caribbean coast.

Describe the stages of the preparation of their favorite dish.

Topic	Task	Strategies	Evaluation	Standards
Dishes of the Caribbean coast Food.	Let's play master chef	Consult information in brochures, internet or other means about the main dishes of the Caribbean coast food elaborated by students.	Ongoing process	Participo en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo.
Food Preparation	My first dish preparation	Watch videos with caption about the preparation of one of the dishes of the Caribbean coast food and	Peer evaluation	Expreso mi opinión .sobre asuntos de interés general para mí y mis compañeros

A TASK-BASED SPEAKING COURSE

Exotic Food	Let's prepare a delicious lobster	<p>follow the recipe.</p> <p>Interview one member of the family about how to prepare some autochthonous dishes.</p> <p>The students communicate in the target language and negotiate meaning in order to develop the task.</p>	Self-evaluation	
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Unit 3: The Caribbean coast music.**Objectives: Students should be able to****Speaking Competence:**

- Identify and employ vocabulary related to music
- Express opinion and preferences about kind of music and singers
- Discuss about the different types of music

Speaking Strategy:

A TASK-BASED SPEAKING COURSE

- Share in an oral discourse specific information found through readings, and other means like internet, or newspaper.
- Inquire through an oral interview with classmates on their knowledge about the singer and the music of the Caribbean Region.
- Exchange opinion in a debate, comparing old music with current music of the Caribbean Region.

Content:

- Identify the different type of music of Caribbean coast.
- Recognize the most popular music and singer of Caribbean coast.

Review the vocabulary related to music of Caribbean coast

Topic	Task	Strategies	Evaluation	Standards
Type of music	Let's talk about music Old singers Vs New singers	Find specific information through readings, and other means like internet, or newspaper and share it in an oral discourse. Watch videos	Ongoing process Peer evaluation Self-evaluation	Me arriesgo a participar en una conversación con mis compañeros y profesor. Expreso mis opiniones, gustos y preferencias sobre temas

A TASK-BASED SPEAKING COURSE

Popular singers	Let's dance vallenato	selected by the teacher about the local singers employing the use of caption.		que he trabajado en clase, utilizando estrategias para monitorear mi pronunciación.
Colombian Music		Investigate about the different types of music. Asking questions.		
		The students communicate in the target language and negotiate meaning in order to develop the task.		

Unit 4: My Last Vacation Tour**Objectives: Students should be able to**

A TASK-BASED SPEAKING COURSE

Speaking Competence:

- Identify and employ vocabulary related to vacation.
- Talk about some places establishing similarities and differences among them.
- Make a round table and talk about touristic cities and making use of past events.

Speaking Strategy:

- Exchange experiences through an informal conversation with peers about their last vacation.
- Prepare and perform a role play to represent a past event.
- Make an oral presentation supported by a poster previously prepared.

Content:

- Identify the main touristic places of the Caribbean coast.
- Recognize some historical places and events.
- Describe a favorite place to go on vacation.

Topic	Task	Strategies	Evaluation	Standards
Main Caribbean Coast Cities	Let's visit the Caribbean Pearl	Find specific information through readings, and other means like internet, or newspaper and share it in an oral discourse.	Ongoing process	Narro historias cortas enlazando mis ideas se manera apropiada.

A TASK-BASED SPEAKING COURSE

Fort of San Felipe, Cartagena	Let's learn about historical places	Make a poster to support an oral presentation.	Peer evaluation	Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales.
Caribbean coast Beaches	Let's swim in the seven colors beach	Exchange experiences with peers about your last vacation. Describing something The students communicate in the target language and negotiate meaning in order to develop the task.	Self- evaluation	

A TASK-BASED SPEAKING COURSE

8. PILOTING

During the development of the unit one named The Barranquilla Carnival, nine hours of our course design were piloted. For this unit, three lessons plans of the four planned for this unit were put into practice. The function of this piloting is to consider and evaluate the validity of our project.

With the purpose of obtaining a result of the evolution of the class, instruments as a checklist for the students, an observation guide for a colleague to assess the methodology and the activities designed for it, and a self-evaluation form to analyze our performance in the class were designed and applied.

8.1 Checklist for Students

This instrument was elaborated taking into account a Likert scale by means of which the students were able to express their gratification or dislike with the class, activities, methodology, and the materials handle by the teacher. Likewise, it also gave the chance to the students to determine if with the implementation of this project their speaking ability could be improved. This instrument was answered individually and put into use at the end of each class.

The aim of this tool was to promote in the students the critical thinking about the methodology, materials, topics, and activities employed along the class (See Appendix 2). With regard to the first category (Methodology), most of the students stated, that the instructions given to carry out the activities were clear, the tasks promoted the oral participation of all students, the teacher respected the different opinions of the students, who felt motivated due to the fact that the class was fun, the teacher implemented examples of students' daily life. This was a key to the success of the classes because the themes about the carnival and the “picos” were very appealing

A TASK-BASED SPEAKING COURSE

and allowed students to talk about topics of their interest. The performance of the teacher facilitated their understanding of the topic and the development of the task because she played well her role of choosing, adopting and designing both materials the activities that students had to perform according to their needs, interests and level.

The second category evaluated in this instrument was the materials. Most of the surveyed answered that materials facilitated them the understanding of the subject. They like the materials because they were varied; however, visual aids such as videos and power point presentations were the materials preferred by students.

On the other hand, most of the students expressed about motivation that the activities and strategies employed in the class motivated them to participate actively in the tasks. In general terms they liked all classes; nevertheless, the initial activities or warm up were their favorite. We could see many students laughing, enjoying the games, and even dancing to the rhythm of the “champeta” music.

The students also opined about the content of the lessons, and most of them stated that the activities developed in class allowed them to interact with their peers. The sequence of topics was adequate and the tasks developed were according to their level, and the most important, they agreed that with these activities, they were able to participate orally in class and they improved their speaking.

8.2 Observation Guideline

Two colleagues were assigned for the implementation of this tool with the purpose of knowing their point of view related to the advancement of the class, the efficacy of the methodology and activities designed for it (See Appendix 3). The Introduction, Planning, Materials and Resources, Students Participation, Methodology, the Objective, and

A TASK-BASED SPEAKING COURSE

Recommendations were included into this instrument to obtain her opinion about the development of the class.

The observation guideline provided important aspects about the students' acceptance of the topic taught, and information about their participation in the activities suggested in each stage of the lesson plan. This instrument executed by my co-worker and partner in this thesis showed that in the class the objective was understood by the students; that for an appropriate sequence of the class there was a successful activation of prior knowledge ; and that the model of the activities and materials were relevant to facilitate their comprehension. An important aspect precise by the observer was the intention of the teacher in not focusing on correcting mistakes, but the interaction; and the use of Spanish just in extreme cases to clarify doubts. An aspect to improve recommended by the observer was the size of the classroom because it is not easy for the students to move through it when doing the different activities.

Due to the fact that it was recommended to look for a bigger place or classroom to develop the class during the first observation, it was impossible to fulfill this suggestion because of the number of students the institution has per class and that the school only has two bigger classrooms than the one I have assigned. For the second class, the observer changed and asserted that the previous knowledge was checked, the objective was explained clearly, the sequence, and the activities were developed according to the lesson plan. As the activities and its materials were familiar, attractive, and contextualized among the students, it facilitated its understanding and were allies to promote the students' participation with enthusiasm in the different activities. Another important aspect highlighted by the observer was the constant interaction teacher-students, student-students during the whole class; furthermore, the most part of the class was worked in English, but in particular situations the teacher spoke in the first language to make the

A TASK-BASED SPEAKING COURSE

necessary clarifications and sometimes employed body language to reinforce the explanations, and that the teacher focused on the oral production with the purpose of creating the appropriate environment to students' participation.

For the third observation the dynamic of the class changed a little according to the considerations expressed by the colleague in the observation number two, due to the fact that the topic was not written on the board and it was inferred by the students during the warm-up activity. During this class the observer maintained his opinion about the clear explanation of the objective, the logical order in the development of different activities that expedite the understanding of the topic, and the materials that also contributed to the comprehension of the theme, and the adequate development of the task. All along the class the motivation, interaction, and group work play an important role with the purpose of achieving the main objective. Besides, although the class was developed in English; in few situations the Spanish was necessary with the objective of clarifying some information. In general terms, the observer admitted that the class objectives were achieved and that the teacher acted in accordance with the stages of the class and the application of the activities as it was prepared in the lesson plan.

8.3 Self –reflection

This mechanism of self-evaluation was designed and applied with the purpose of analyzing and identifying the efficacy of this proposal (See Appendix 4). At the moment of its elaboration the teacher-researcher take into account elements as positive and negative considerations about the general development of the class, contextualization, methodology, and recommendations.

A TASK-BASED SPEAKING COURSE

First of all, it is important to highlight the achievement of the goal of our proposal at the end of its implementation. We consider that each one of the objectives planned for our classes were brought to successful conclusion. We think that learning about carnivals was something exciting for the students due to the fact that, they felt contextualized and had idea about what to express. Each step was done and the class occurred without any problems and in the stipulated time; nevertheless, we had some discomfort because of the little free space in the classroom for students to circulate throughout it when they developed the task. This inconvenient could be handled with group work and the remove of some extra chairs the classroom had.

With regard to the strategies, it was gratifying to see the active participation of students who are always apathetic to speak in class. We believe that the topic proposed helped a lot, it made the class striking, motivating and significant as it was related to their own culture and their own interest; the way the vocabulary was presented, visually (See Appendix 7). The game “Image more words” helped students internalize vocabulary quickly and easily. Providing a conversation model made it easier for students to contextualize new vocabulary and expressions that they later used appropriately in the conversations.

For the second class, the students were more familiarized with the methodology executed, so it was easier for them to follow the instructions to complete the activities. During the implementation of these for the class students felt more confident, and their participation was higher than the one presented in the previous class.

On the account of the fact that the topic of the class was related to an important local celebration students were able to express their opinion about their favorite parade by means of the different activities prepared for the lesson. Here the previous class related to carnivals too also play an important role because the expressions and vocabulary learned there worked as a

A TASK-BASED SPEAKING COURSE

base for the fulfillment of this one. Regarding things to be improved, I think I would like to focus on some students who did not participate in the oral production activity in front of their partner because they were ashamed. Likewise, it is important to mention that the time proposed for this lesson was adequate due to the fact that, it was enough to implement all the activities planned in the lesson plan.

For the last lesson following the recommendation given by some students in the checklist, we decided to continue working with the main topic of the unit, but changing the topic of this lesson for one more related to their context in the neighborhood as it is the “picos” culture. We have to confess that we had to make use of a graduated student from our school to teach us about the “picos” and all the things related to this. We think this was the funniest class of the ones we piloted on account of a lot of the students in this class love and have knowledge about this apparatus.

During the development of this class the warm-up awake their interest and kept it that way till the end of the class. Something positive to highlight from this was the participation of those who rejected to do it in the previous class. The objective of this class was achieved in its splendor at the time of expressing their opinions in a natural way, and this was corroborated at the moment of the implementation of the interview where they had to answer question using their own words. A difficulty during the class was the time due to the fact that everybody wanted to participate and there was not enough time. Something very useful during the classes and that we will continue to make use of this from now on is the sequence implemented in the classes warm up (vocabulary) presentation (model) practice (report or final production) these stages made our oral production very effective.

A TASK-BASED SPEAKING COURSE

8.4 Reflection on the design and selection of materials and activities

The design of materials and the selection of activities needed to develop a lesson played an important role in the success of the class. We could confirm this after piloting our lessons of unit one through the observations and comments from students who said that materials and the task sequence helped them to understand the topic in a faster and easier way.

Through this piloting, we have learned that in order to design good didactic resources, in the first term, we need to take into account the needs and interests of the students. These materials have to be flashy, innovative, varied, fun, and especially meaningful for them. We are very pleased with the results obtained with the implementation of all materials during the development of unit one. However, we realized students liked more visual aids such as PowerPoint presentations and videos.

On the other hand, we consider that the sequence in the presentation of materials, activities, and tasks was a success. First, activities with a song, a poster, and a game were made to recognize and activate prior knowledge of students. They were perhaps the most amusement moments and greater participation since the topics were fun and interesting for students. Second, the vocabulary presentation was made differently in each lesson: power point presentation, poster, video and a game. This allowed the students to obtain the necessary input to express themselves in the dialogues, surveys, interview and reports.

After the presentation of vocabulary, students were guided to approach a conversation. For this, the teacher provided a model of conversation that contextualized the theme raised. The model had a level of difficulty and a size that increased with each lesson (See Appendix 6).

A TASK-BASED SPEAKING COURSE

Then, the teacher gave students a format, which contained some keys so they could complete and ask questions to interview their peers. Likewise, they were provided with a guide to prepare a report with the answers of their peers in interviews (See Appendix 5).

After piloting our first lesson, we decided to maintain the same formats, adapting them to the different topics because students had with them the guidance necessary to do the tasks well.

To design the materials and activities, we need to take into account the resources we have in the classroom. Fortunately, in our case we have a sound player, a projector and a computer, necessary elements to use properly the materials.

To conclude, we can say that designing our own materials allows us to implement our creativity, be fun and fully involved in the preparation of the class, making materials flashy, colorful and with many images even the inclusion of characters with our voices in a video. All this was reflected in the teacher, in the active participation of students, in the goal achievement, and in the success of the class.

9. CONCLUSION

After piloting the first three lessons of the first unit of our course design, the researchers drew the following conclusions:

- The level of oral participation of students increases considerably, as a result of the use of the local context and a varied range of materials and activities that meet the needs and learning styles of our students; with this, they were able to express their ideas and opinions on the subject matter raised, which was the general objective of the course.
- Students assumed a positive attitude to the course methodology, activities, content, and materials, because they allowed them to give their opinion about their everyday life.
- It was a good idea to use the local context of the students as this facilitated that the students had a topic from which they could contribute ideas and opinions because it was interesting and meaningful for them.
- As teachers, it is important to offer a varied range of materials that meet the needs and learning styles of our students and that are attractive and efficiently facilitate their learning.
- We are aware of the short implementation time of our proposal, and so we did not expect our students to achieve a drastic immediate change, but despite this limitation, the results were pleasantly satisfactory. Therefore, we can conclude that the task- based approach can facilitate learning and promotes students' oral skills due to this fact it will be included as a permanent methodology in our classrooms to improve the oral skills of all our students.
- Inclusion of the project in the plans of English area of the institution for this methodology to be applied in all grades.

A TASK-BASED SPEAKING COURSE

- Exchange of experiences with teachers from other institutions that are applying this same approach, in order to appropriate the actions and successful results that help us enrich our pedagogical work.
- Adaptation of the activities of the course design to the methodology of the English area of the institution, in order to integrate the other communicative skills in the implementation of the project in all grades.
- Apply new instruments of data collection at the end of the school year to evaluate the course development, in order to make the necessary adjustments to overcome the difficulties encountered, if any.

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A TASK-BASED SPEAKING COURSE

Appendix 1

ENTREVISTA A COORDINADOR / PROFESOR

1. ¿Cuál es la importancia de la enseñanza del inglés dentro del currículo de la institución?
2. ¿Considera usted que la intensidad horaria establecida tanto para la básica primaria, la básica secundaria y media, está acorde con la necesidades de los estudiantes?
3. ¿Piensa usted que la institución ofrece los materiales didácticos y recursos necesarios para desarrollar las clases de inglés de forma adecuada?
4. ¿Están las aulas de clase debidamente acondicionadas para facilitar el proceso de enseñanza-aprendizaje de inglés?
5. ¿La institución cuenta con el número de docentes necesarios para una buena cobertura de toda la población estudiantil de la institución?
6. ¿Piensa usted que los docentes de inglés de la institución están debidamente capacitados para desempeñar su labor académica?
7. ¿Qué planes tiene la institución / departamento de Ingles para fortalecer e incentivar la enseñanza del inglés en la institución? (en cuanto a materiales, intensidad horaria, apoyo de instituciones externas, equipos, dotación de salones)
8. ¿Qué hace la institución /departamento de Ingles para incentivar a los estudiantes a aprender una segunda lengua?
9. ¿Tiene la institución convenios con algún ente externo para el aprendizaje de una segunda lengua?
10. ¿Se está capacitando a los demás docentes en el aprendizaje del inglés con el fin de lograr un colegio bilingüe?

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Appendix 2

UNIVERSIDAD DEL NORTE
MAESTRIA EN LA ENSEÑANZA DEL INGLES
ENCUESTA

Apreciado estudiante, a continuación encontrarás algunas preguntas relacionadas con el aprendizaje del inglés. Léelas con atención y responde según lo que piensas. Todas las respuestas son válidas ya que solo es una encuesta de opinión.

1. Te gustaría aprender más a:

A. Hablar
C. Escribir

B. Leer
D. Escuchar

2. Con qué material aprendes más en las clases de inglés

A. Videos y canciones
B. Textos y fotocopias
C.

Juegos y dinámicas

D. Actividades que requieren varios pasos (proyectos, presentaciones)

Otra ¿Cuál? _____

3. De qué manera te gustaría trabajar en las clases de inglés

A. Actividades para realizar en pareja

B. Actividades para realizar en grupo

C. Actividades individuales

D. Todas las anteriores

4. Marca las formas en que debes ser evaluado

A. Realización de tareas en casa

B. Actividades orales o escritas realizadas en clase

C. Participación en clase

D. Exámenes escritos

E. Otra ¿Cuál? _____

5. Lo que más te motiva a participar en clase de inglés es:

A. La forma de enseñar del maestro

B. Los temas enseñados

C. Las actividades que se desarrollan

D. El apoyo y respeto de los compañeros

E. Otra ¿Cuál? _____

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6. Que es lo más te desmotiva a participar en clase
 - A. La forma de enseñar del maestro
 - B. Los temas enseñados
 - C. Las actividades que se desarrollan
 - D. El no apoyo e irrespeto de los compañeros
 - E. Otra ¿Cuál? _____
7. ¿Qué sección del libro te gusta más?
 - A. lectura B. escritura C. habla D. Vocabulario E. Explicaciones y ejercicios de gramática
8. Como te gustaría que fuese la interacción con el docente todo el tiempo
 - A. En ingles B. Español C. En inglés y español
9. La interacción en ingles entre compañeros es:
 - A. Todo el tiempo C. Pocas veces
 - B. A menudo D. Nunca
10. El nivel de las explicaciones y aclaraciones de las actividades de inglés hechas por el docente es:
 - A. Claras B. Confusas
11. Cómo crees que puedes mejorar tu aprendizaje del inglés
 - A. Que el profesor explique de forma más clara
 - B. Que el profesor nos dé más ayuda o ejemplos
 - C. Que tengamos más oportunidades de practicar en clase
 - D. Que tengamos más ayuda para entender los textos orales o escritos
 - E. Que leamos más textos
12. Cómo crees que debe ser la clase de inglés
 - A. La mayor parte del tiempo en inglés
 - B. La mayor parte del tiempo en español
 - C. Cada vez más en inglés
13. Pensando en el futuro qué crees que necesitas aprender a hacer en inglés
 - A. Hacer presentaciones cortas de un tema
 - B. Comprender textos escritos cortos sobre temas variados
 - C. Comprender cuando una persona me habla en inglés sobre temas sencillos
 - D. Mantener una conversación sencilla
 - E. Hacer relatos cortos de mis experiencias
 - F. Describir lugares, objetos, eventos
 - G. Otra ¿Cuál? _____

POR: CERVANTES VISBAL JAIRO

GÓMEZ PADILLA KATYA

A TASK-BASED SPEAKING COURSE

Appendix 3

Questionnaire

Objectives:

- To identify strengths and weaknesses in the English class that affects the students learning process.
- To identify students attitudes and behaviors during the English class.

Target Needs Questions

1. Durante el desarrollo de las actividades para practicar la oralidad en inglés tu actitud es de:
 - a. Interés y entusiasmo
 - b. Tensión y preocupación
 - c. Indiferencia y desatención
2. Lo que más te motiva a participar de manera oral en clase de inglés es:
 - a. La motivación constante del maestro
 - b. El uso de temáticas relacionadas con tu contexto.
 - c. El apoyo y respeto de los compañeros.
3. ¿Hablar inglés es importante para ti porque?
 - a. Chateas con amigos extranjeros
 - b. Conoces otras culturas

Amplias las posibilidades de obtener un mejor empleo.

Learning Needs Questions

4. ¿Cuál de las siguientes actividades que se realizan en inglés, consideras podrían ser más útiles para practicar tu destreza oral?
 - a. Hacer presentaciones cortas de un tema.
 - b. Conversar con otras personas sobre temas de la vida cotidiana.
 - c. Comprender textos sobre temas variados. Para futuras discusiones.
 - d. Relatar textos, cuentos, historietas.
 - e. Ver videos, películas o series de tv, para hacer comentarios sobre ellas.
5. Al realizar actividades orales te gusta desarrollarlas

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- a. En pareja
 - b. Grupo
 - c. Individual
- 6.Cuál de las siguientes situaciones dificulta tu participación en las actividades orales en la clase de inglés?
- a. Falta de vocabulario.
 - b. Temor a la equivocación frente a tus compañeros.
 - c. Interrupciones de otros compañeros que no están interesados y se burlan.
 - d. Que tu profesor ye corrija de manera continua.
7. ¿Cuál de estos medios te ayuda a mejorar tu habla en clase de inglés?
- a. Tareas asignadas
 - b. Trabajo autónomo
 - c. Canciones
 - d. Videos
 - e. Lecturas en inglés
 - f. TV
 - g. Websites
 - h. Redes sociales
 - i.No practico.
8. ¿En qué aspecto del habla en inglés presentas dificultad?
- a. Vocabulario
 - b. Pronunciación
 - c. Dominio del tema
 - d. Destreza al momento de expresar tu opinión

Speaking Questions

9. ¿Te Gusta hablar en Inglés?
Si ____ no ____
10. Hablar en el idioma ingles te parece
- a. Fácil
 - b. Divertido
 - c. Difícil
 - d. Estresante
 - e. Aburrido
11. Sobre que temáticas te gustaría hablar en la clase de inglés
- a. Culturas de otros países
 - b. Información relacionada con las otras asignaturas
 - c. Personajes importantes o influyentes del mundo
 - d. Problemas del mundo de hoy
 - e. Deporte, farándula, modas y espectáculo

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12. ¿Cómo te calificarías al momento de hablar en inglés?
- a. Muy Alto
 - b. Alto
 - c. Medio
 - d. Bajo
 - e. Muy Bajo

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Appendix 4

INSTITUCION EDUCATIVA VISTA HERMOSA

LISTA DE COTEJO PARA EVALUACIÓN DE UNA CLASE

Grado: 9° Nivel: Bajo (A1)**Clase a evaluar:****Para asegurar la neutralidad de este instrumento, no es indispensable identificarse.****1. Propósito Formativo:** Evaluar la eficacia de la clase presentada por el docente.**2. Aspectos a Evaluar:** El acierto en la elección de los componentes de la clase como metodología, materiales, motivación y contenidos.**3. Instrucciones:** Lee los juicios que aparecen en cada categoría. Luego decide donde colocar una equis en las columnas del 1 al 4, donde

4	EXCELENTE
3	BUENO
2	REGULAR
1	INAPROPIADO

4. Por favor se honesto al momento de responder esta actividad pedagógica.

<i>Categorías</i>	<i>Juicios</i>	4	3	2	1
METODOLOGIA	Las instrucciones dadas para realizar las actividades de habla fueron claras.				
	Las actividades de habla desarrolladas promovieron la participación de todos los estudiantes.				
	El desempeño del docente facilito tu comprensión de la clase.				
	El docente respeto las opiniones y decisiones de los estudiantes.				
	El profesor resolvió tus dudas				
	El profesor utilizo ejemplos relacionados con tu vida cotidiana.				
MATERIALES	Los materiales utilizados en clase para las actividades de habla te facilitaron el entendimiento de esta.				
	Las ayudas visuales fueron claras, legibles y efectivas.				
	Se implementó variedad de materiales durante el desarrollo de las actividades de habla de la clase.				
	Las ayudas implementadas durante la clase te permitieron una participación activa en las actividades de habla.				
	Las actividades realizadas durante la clase fueron entretenidas.				

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MOTIVACION	Las actividades desarrolladas en clase te motivaron a participar de manera oral.				
	La actividad inicial (Warm-up) despertó tu interés.				
	En términos generales te gusto la clase.				
	Las estrategias usadas por el profesor durante las actividades de habla te ayudaron a comprender los temas a estudiar.				
	Los temas tratados en las actividades de habla te motivaron a terminar todos los puntos a responder en esta.				
	El profesor hace la clase amena y divertida.				
	El docente me motiva a poner en práctica los temas aprendidos.				
CONTENIDO	Las actividades de habla desarrolladas me permitieron interactuar en clase con mis compañeros.				
	El grado de dificultad de las actividades fue apropiado para mi nivel.				
	Las diversas actividades de habla implementadas en clase me permitieron aprender nuevas cosas.				
	Las actividades orales me ayudaron a mejorar mi habilidad del habla.				
	La secuencia de los temas me pareció adecuado.				
COMENTARIOS	(En este espacio escriba tu opinión de la clase)				

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Appendix 5

Observation guidelineSchool: Institución Educativa Vista HermosaGrade: 9^{no}BTeacher: Katya Gómez P.

Number of students: _____

Topic: _____

Observation time: _____

Date: _____

Objective of the observation

To determine if the purpose established for this lesson was achieved, a professor observes each stages of the class with the objective of assessing the performance of the teacher and the students during the development of this. Different aspects of the class as planning and development of the class, the participation of students and the factors to improve, and other terms are evaluated to improve the implementation of the task based approach in the speaking classes. It is important emphasizes that the teacher`s opinions should be objectives to identify the strengths and the weakness to put in practice the necessary strategies to obtain better outcomes by students.

STAGES OF THE OBSERVATION		YES	NO	COMMENTS
Introduction of the class	<i>There was activation of previous knowledge in relation to learning that will occur.</i>			
	<i>The topic of the class was previously announced.</i>			
	<i>The objective of the class was previously announced.</i>			
Planning of the class	<i>There was an appropriate sequence of the class.</i>			
	<i>The activities were relevant to facilitate a better understanding of the topic.</i>			
	<i>The time management was appropriate for the development of the activities.</i>			

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Materials and Resources	<i>The materials were relevant to facilitate a better understanding of the topic.</i>			
	<i>There was variety of materials for a good development of activities.</i>			
Students Participation	There was participation of most students in the development of the whole class.			
	There was interaction between the teacher and students.			
	There was interaction between students.			
Methodology	<i>There was an appropriate feedback and error correction.</i>			
	<i>The instructions given by the teacher were clear for the normal development of activities.</i>			
	<i>The whole class was developed in English.</i>			
Objective of the class	<i>The learning objective was reached at the end of the class by the students.</i>			

Recommendation: _____

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Appendix 6 Self-reflections

Lesson 1	<p>I consider in this class the objective was achieved. Students expressed their personal opinions on the subject as they had never done. It was gratifying to see the active participation of students who are always apathetic to speak in class. The main aspects that made the class work, the topic proposed. It made the class striking, motivating and significant as it was related to their own culture and their own interest; the way the vocabulary was presented, visually. Image more words, helped students internalize vocabulary quickly and easily. Using a model for students to contextualize the vocabulary and expressions that they could use to develop the task.</p> <p>The class was developed without any problems and in the stipulated time. However, we had some discomfort because of the little free space in the classroom for students to circulate throughout it when they developed the task, and for the next class, it would be</p>
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	<p>necessary to encourage a greater number of students involved in the production of task and post-task.</p> <p>The observation of this class made me realize that students can improve their speaking ability with the help of a good task sequence and motivation.</p>
Lesson 2	<p>During the implementation of the second lesson, we could realize that it went better than the first one. The objective of it was fulfill the students were able to express their opinion about their favorite parade by means of the different activities prepared for the lesson. Here the previous class related to carnivals too also play an important role because the expressions and vocabulary learnt there work as a base for the fulfillment of this one. The participation of the students was very active, although there were some of them who rejected to do it because they were ashamed; this aspect will be reinforced in the next lesson focusing in those students who rejected to participate during this one. The</p>

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	<p>time proposed for this lesson was actuated due to the fact that it was enough to implement all the activities planned in the lesson plan. Another aspect that helps in the success of this lesson were the materials, they were appropriate for the students' comprehension and motivation to participate during the class.</p>
Lesson 3	<p>Following the recommendation given by some students in the checklist, we decided to continue working with the main topic of the unit but change the topic of this lesson for one more related to their context in the neighborhood as it is the "pico" culture. Something positive to highlight from this was the participation of those who rejected to do it in the previous class. The students reached the objective of this class expressing their opinions in a natural way, and this was corroborated at the moment of the Implementation of the interview they had to answer question using their own words. A difficulty during the class was the time due to</p>

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	<p>the fact that everybody wanted to participate and it was not enough. The activities implemented for this lesson facilitate their comprehension of the topic and the warm up activity awoke their interest in it. Something very useful during the classes was the sequence implemented in the classes' warm-up (vocabulary) presentation (model) practice (report or final production).</p>
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Lesson 1: Do you like ...?



In this survey _____ students answered they like the Battle of flowers, and _____ students answered they don't like.

<i>Activity</i>	<i>Like</i>	<i>Dislike</i>	<i>Student</i>
 <i>Great Parade</i>			
 <i>Battle of Flowers</i>			
<i>Monocucos</i> 			
 <i>Cumbia</i>			
 <i>Guacherna</i>			
 <i>Marimondas</i>			
 <i>Orchestra Festival</i>			
<i>Total</i>			

Lesson 2: Let's participate in a Carnival Parade.

Which parade do you prefer?

Which parade do you dislike?

Do you prefer _____ or _____ in the _____?



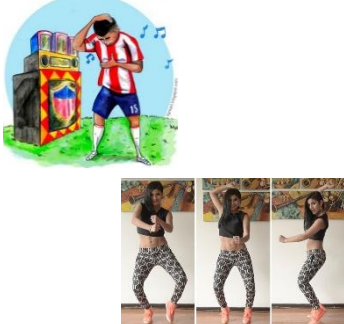
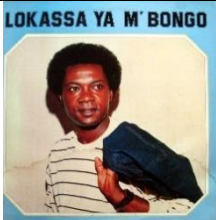

Do you dislike _____ or _____ in the _____?

<i>Parade</i>		<i>Me</i>	<i>Prefer</i>	<i>Dislike/D on't like</i>
	<i>Guacherna</i>			
	<i>Battle of flowers</i>			
	<i>Gay parade</i>			
	<i>Great parade</i>			
	<i>Children's carnival</i>			

During the _____ I prefer the _____ and my partner _____ prefers the _____, but I dislike the _____ and my friend _____ dislike/doesn't like the _____.

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Lesson 3: INTERVIEW: You are going to interview a partner making the following questions.

Questions	Vocabulary	Answers
Which names of _____ can you remember?		
What is your favorite _____?		
If you want to go to a _____ where can you go?		
What is your favorite _____?		
Which music do you prefer to dance in a champeta festival		
Which one can you dance?		
Which _____ do you know?		
Which one can you do?		
Who is your favorite champeta singer	 	

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<p>Which pick up _____ you do like the most?</p>		
--	---	--

I interviewed my partner _____ she/he told me that she/he can _____ the names of _____ pick up and his/her favorite pick up is _____. She/He prefers to go to _____ champeta festival, she/he can dance _____, she/he can do the _____ move dance. Her/His favorite champeta singer is _____ and her/his favorite dj _____.

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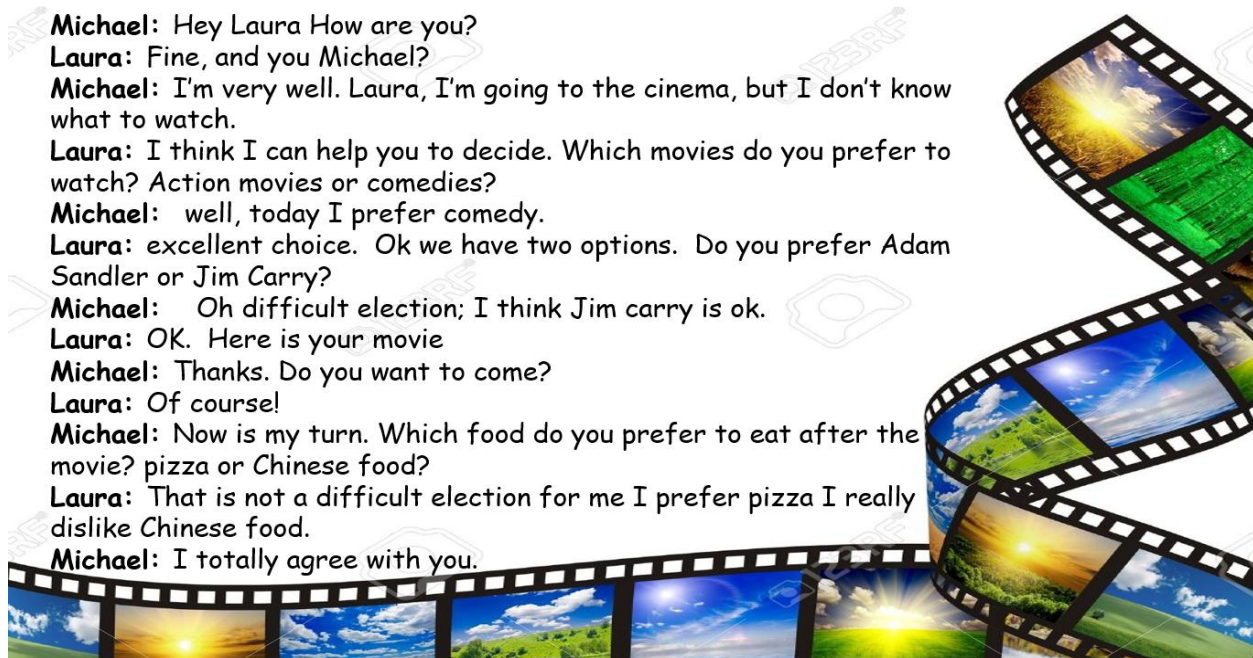
Appendix 8 Model of conversations

Lesson1



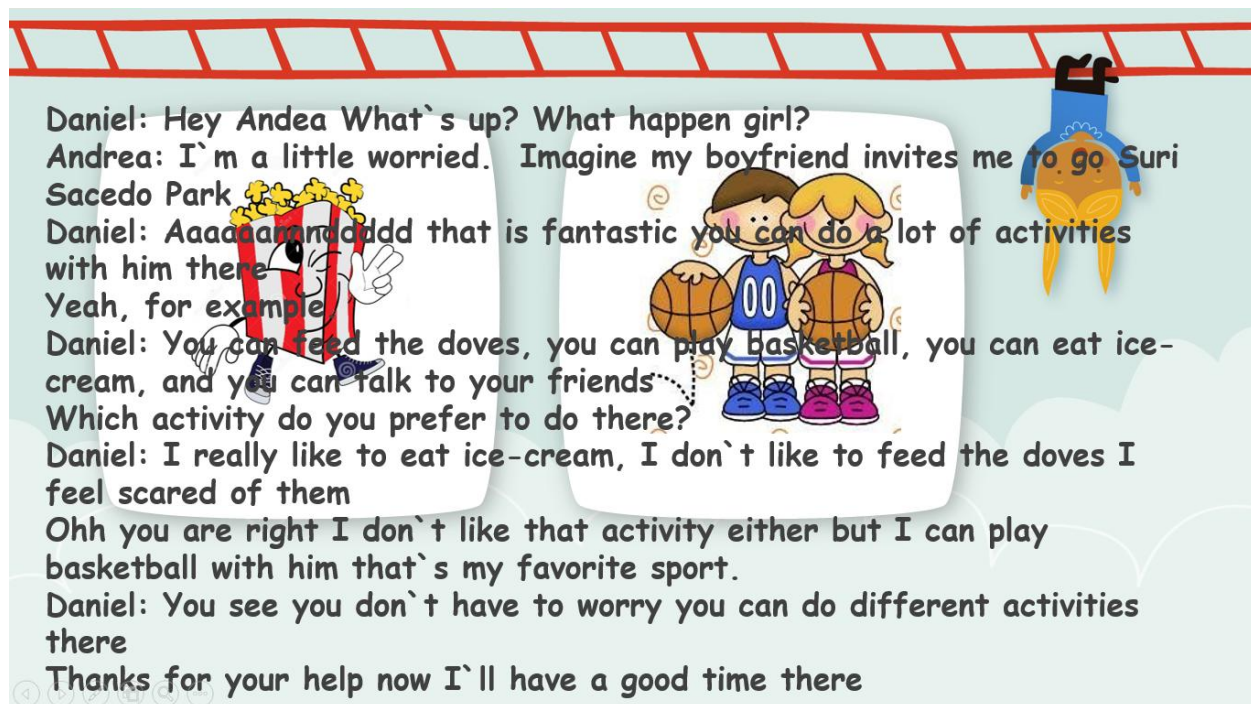
Lesson 2

Michael: Hey Laura How are you?
Laura: Fine, and you Michael?
Michael: I'm very well. Laura, I'm going to the cinema, but I don't know what to watch.
Laura: I think I can help you to decide. Which movies do you prefer to watch? Action movies or comedies?
Michael: well, today I prefer comedy.
Laura: excellent choice. Ok we have two options. Do you prefer Adam Sandler or Jim Carry?
Michael: Oh difficult election; I think Jim carry is ok.
Laura: OK. Here is your movie
Michael: Thanks. Do you want to come?
Laura: Of course!
Michael: Now is my turn. Which food do you prefer to eat after the movie? pizza or Chinese food?
Laura: That is not a difficult election for me I prefer pizza I really dislike Chinese food.
Michael: I totally agree with you.



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Lesson 3



Daniel: Hey Andea What`s up? What happen girl?

Andrea: I`m a little worried. Imagine my boyfriend invites me to go Suri Sacedo Park

Daniel: Aaaaaaandddd that is fantastic you can do a lot of activities with him there

Yeah, for example

Daniel: You can feed the doves, you can play basketball, you can eat ice-cream, and you can talk to your friends

Which activity do you prefer to do there?

Daniel: I really like to eat ice-cream, I don`t like to feed the doves I feel scared of them

Ohh you are right I don`t like that activity either but I can play basketball with him that`s my favorite sport.

Daniel: You see you don`t have to worry you can do different activities there

Thanks for your help now I`ll have a good time there

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Appendix 9 Powerpoint presentations

Lesson 1

Traditional Dances



Cumbia



Mapalé



Paloteo



Torito



Congo



Garabato

Parades



Guacherna



Battle of flowers



Great parade

Music



Cumbia

Orchestra Festival



[illegible]

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Lesson 3



PICK UP

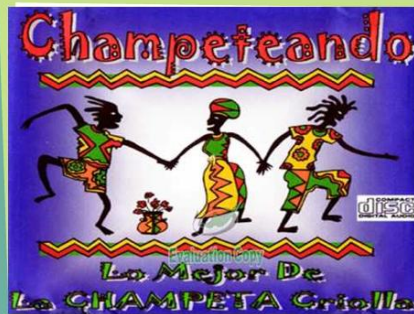


CHAMPETA FESTIVAL

A TASK-BASED SPEAKING COURSE



DANCING MOVES



URBAN CHAMPETA

AFRICAN MUSIC



A TASK-BASED SPEAKING COURSE



DJ'S